THE·TRUSTEES·OF·THE·FREE·PUBLIC·LIBRARY·OF·THE·CITY·OF·NEWARK·N·J···1888

N. J. DOCUMENTS
NEWARK LIBRARY

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BOARD OF EDUCATION

1912

OFFICERS

James Taaffe, *President.*
Charles P. Taylor, *Vice-President.*
R. D. Argue, *Secretary.*
322 Summer Avenue.
Samuel Gaiser, *Supt. of Supplies,* 107 Park Avenue.
A. B. Poland, *City Superintendent,* 258 Montclair Avenue.
David B. Corson, *Ass't City Superintendent,* 51 Berkeley Avenue.
J. Wilmer Kennedy, *Ass't City Superintendent,* 3 Emmett Street.
Chas. A. MacCall, *Supervisor of Attendance,*
59 Washington Avenue.
Dr. George J. Holmes, *Supervisor of Medical Inspection,*
17 Elizabeth Avenue.
Ernest F. Guilbert, *Supervising Architect,*
767 Ridge Street.
George W. Knight, *Supervising Engineer,*
112 Heller Parkway.
Aaron W. Miller, *Supervisor of Repairs,*
630 Summer Avenue.
Charles M. Myers, *Counsel,*
62 Nelson Place.

BOARD OF EXAMINERS

A. B. Poland, *City Superintendent, Chairman.*
David B. Corson, *Asst. City Supt.*
J. Wilmer Kennedy, *Asst. City Supt.*
Frank H. Sommer
J. C. Dana,
Elmer K. Sexton, *Secretary.*

MEMBERS

1912

Name.	*Place of Business.*	*Place of Residence.*
Ambrose Tomkins	74 Passaic Street	497 Mt. Prospect Ave.
Gaetano M. Belfatto	189 Market Street	171 Clifton Avenue
Charles P. Taylor	59 Mechanic Street	61 Beverly Street
James Taaffe	9-11 Badger Avenue	153 Roseville Avenue
Nathaniel King	752 Broad Street	348 Clinton Avenue
John Breunig	280 Springfield Avenue	193 South 7th Street
Thomas S. McCabe	234 Lafayette Street	234 Lafayette Street
Edgar R. Brown	725 Broadway, N. Y.	15 South 10th Street
Frederic L. Johnson	Prudential Building	718 Clinton Avenue

STANDING COMMITTEES

1912

Finance and Legislation.

Taylor, Brown, Tomkins, King, Breunig, Taaffe.

Buildings, Grounds and Supplies.

Tomkins, Taylor, McCabe, Belfatto, King, Johnson, Taaffe.

Instruction and Educational Supplies.

Brown, Breunig, Taylor, McCabe, Belfatto, Johnson, Taaffe.

STATISTICAL RECORD

OF THE

BOARD OF EDUCATION

For the Years 1911 and 1912

Names of Members, with the Years in Which They Have Served, Respectively.

Frederick F. Guild	1908-9-10-11
Thomas S. McCabe	1908-9-10-11-12
Edgar R. Brown	1908-9-10-11-12
*George W. Tomkins	1908-9-10-11 (4 mos.)
Charles P. Taylor	1908-9-10-11-12
James Taaffe	1908-9-10-11-12
John Breunig	1908-9-10-11-12
Nathaniel King	1911-12
Gaetano M. Belfatto	1911-12
Ambrose Tomkins	1911 (8 mos.)-12
Frederic L. Johnson	1912

PRESIDENTS OF THE BOARD.

*Stephen Congar	1851-2-3-4
*Samuel H. Pennington	1855-6-7-8-9-60-1-2
*Thomas W. Dawson	1863-4-5
William K. McDonald	1866
*Frederick W. Ricord	1867-8-9
Edwin H. Dawson	1870
*William A. Whitehead	1871
*L. Spencer Goble	1872-3
*Samuel A. Farrand	1874
*Aram G. Sayre	1875
Edward L. Dobbins	1876-7-8-9-80 (9 mos.)
*George B. Swain	1880 (3 mos.)-1-2-3
*Edward Goeller	1884-1889-90-1
*Edmund L. Joy	1885-6-7
James L. Hays	1888-1892
*Henry C. Klemm	1893-4 (9 mos.)
John Van Doren, Jr.	1894 (3 mos.)-1895 (4 mos.)
Henry J. Anderson	1895
*William A. Gay	1896-7
Miles F. Quinn	1898

Charles E. Hill	1899 (8 mos.)-1900-1-2
Charles W. Menk	1903-4
David A. McIntyre	1905-6-7
Frederick F. Guild	1908-9-10-11
James Taaffe	1912

SECRETARIES OF THE BOARD.

*John Whitehead	1851-2-3
*Frederick W. Ricord	1854-5-6-7-8-9-60
*George B. Sears	1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. Albert Stonelake	1877 (4 mos.)-8-9-80-1-2-3 (8 mos.)
*George W. Case	1883 (3½ mos.)-4-5-6-7-8-9
P. Lyndon Bryce	1890-1-2-3-4
Robert D. Argue	1895-6-7-8-9-1900-1-2-3-4-5-6-7-8-9-10-11-12

CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

*Stephen Congar	1853-4-5-6-7-8-9
*George B. Sears	1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
*W. N. Barringer	1877 (4 mos.)-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
C. B. Gilbert	1896 (2 mos.)-7-8-9-1900-1 (1 mo.)
A. B. Poland	1901 (10 mos.)-2-3-4-5-6-7-8-9-10-11-12

SUPERINTENDENT OF SUPPLIES.

Samuel Gaiser	1911-12

SUPERVISOR OF ATTENDANCE.

Charles A. MacCall	1902-3-4-5-6-7-8-9-10-11-12

SUPERVISOR OF MEDICAL INSPECTION.

George J. Holmes	1909-10-11-12

SUPERVISING ARCHITECT.

Ernest F. Guilbert	1908 (7 mos.)-9-10-11-12

SUPERVISING ENGINEER.

George W. Knight	1908 (10 mos.)-9-10-11-12

SUPERVISOR OF REPAIRS.

Aaron W. Miller	1908 (10 mos.)-9-10-11-12

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*Deceased.

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL

Newark, N. J., July 25, 1912.

To the Honorable the Common Council of the City of Newark, N. J.

Gentlemen:—The Board of Education respectfully submits the following report of the receipts and expenditures for the year beginning July 1, 1911, and ending June 30, 1912:

CURRENT EXPENSE ACCOUNT.

RECEIPTS.

State.		
Appropriations	$ 950,179.77	
Railroad Tax	274,743.10	
Manual Training	5,000.00	
School Library	50.00	
		$1,229,972.87
Loans.		
Borrowed on account of Railroad Tax		141,176.00
Municipal.		
Balance from June 30, 1911	$ 166,149.04	
Common Council Tax Ordinance	1,041,952.00	
Cash deposited with Custodian	7,528.27	
Interest	9,545.68	
Interest on Bequest	240.00	
Truancy Fines	117.00	
		1,225,531.99
Total		$2,596,680.86

EXPENDITURES.

STATE.		
Teachers' Salaries—Day.......	$1,224,922.87	
Teachers' Salaries—M. T......	5,000.00	
School Library Fund..........	50.00	
MUNICIPAL.		
Salaries, Text Books, Repairs, Furniture, Heating, etc......	1,351,737.01	
		2,581,709.88
Balance		$ 14,970.98

EXPENDITURES IN DETAIL.

STATE.

	Appropriations.	Expenditures.	Balances.
Teacher's Salaries—Day...	$1,224,922.87	$1,224,922.87	
Teachers' Salaries—Manual Training	5,000.00	5,000.00	
School Library Fund......	50.00	50.00	
	$1,229,972.87	$1,229,972.87	

MUNICIPAL.

	Appropriations.	Expenditures.	Balances.
Teachers' Salaries—Day...	$ 399,889.09	$ 397,918.11	$ 1,970.98
Teachers' Salaries—Even'g	124,030.38	124,030.38	
Teachers' Pensions...... ..	22,340.41	22,340.41	
Teachers' Salaries—Manual Training	33,546.85	33,546.85	
Officers' Salaries..........	70,017.67	70,017.67	
Janitors' Salaries..........	133,188.82	133,188.82	
Medical Inspection Dept. Salaries	25,679.43	25,679.43	
Attendance Department Salaries	16,507.76	16,507.76	
Incidentals	8,750.08	8,750.08	
Printing	9,970.75	9,970.75	
Text Books...............	122,784.57	122,784.57	
Furniture and Supplies....	162,918.51	162,918.51	
Manual Training Supplies.	12,416.77	9,416.77	3,000.00
Repairs	85,553.08	85,553.08	
Heating Apparatus........	15,166.89	15,166.89	
Fuel	49,262.48	49,262.48	
Light and Power.........	27,063.26	27,063.26	
Water	9,123.13	6,123.13	3,000.00
Rents	2,926.33	2,926.33	
Insurance	12,441.48	5,441.48	7,000.00
Playgrounds	23,130.25	23,130.25	
	$1,366,707.99	$1,351,737.01	$14,970.98

LOANS.

Amounts borrowed on promissory notes, at 4% interest, in anticipation of the receipt of the railroad tax appropriation to be received from the State for the school year 1911-1912:

June 25, 1912—Corn Exchange National Bank of Philadelphia	$ 50,000.00
June 25, 1912—Columbia-Knockerbocker Trust Co. of New York	50,000.00
June 25, 1912—Fidelity Trust Co. of Newark, N. J.	41,176.00
	$141,176.00

CONSTRUCTION ACCOUNT.

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from June 30, 1911	$1,409,266.29	
School Bonds	861,000.00	
Premium on Bonds	104.56	
Sale of Old Buildings	700.00	
Interest	24,082.22	
		$2,295,153.07

EXPENDITURES IN DETAIL.

	Appropriations.	Expenditures.	Balances.
Construction Dept.—Salaries	$ 36,229.84	$ 36,229.84	....
Construction Dept.—Supplies	4,529.16	4,529.16	....
Normal School (Site and Building)	261,410.00	31,491.33	$ 229,918.67
Central C. & M. T. High School	317,920.11	305,037.45	12,882.66
East Side C. & M. T. High School	2,796.25	2,040.46	755.79
South Side High School (Site and Building)	359,756.58	25.00	359,731.58
Abington Avenue School House (Ground and Addition)	85,000.00	25.00	84,975.00
Avon Avenue School House Addition	12,827.76	473.98	12,353.78
Burnet Street School House Addition	25,000.00	40.00	24,960.00
Central Avenue School House (Ground and Addition)	58,000.00	15.00	57,985.00
Cleveland School House	260,383.73	98,892.14	161,491.59
Madison School House Addition	16,977.51	16,977.51	....
Miller Street School House Addition	133,000.00	148.64	132,851.36
Montgomery School House	81,312.51	70,294.46	11,018.05
Newton Street School House Addition	186,000.00	70.00	185,930.00
Peshine School House	90,027.42	84,851.20	5,176.22
Ridge School House	34,483.42	25,418.03	9,065.39
Seventh Avenue School House Addition	434.56	434.56	....
Webster School House Addition	56,866.47	54,683.54	2,182.93
West Side School House	92,046.06	80,007.75	12,038.31
Physical Training Field	25,729.80	9,977.16	15,752.64
Ungraded School No. 1 (West Side)	4,091.83	972.45	3,119.38
Ungraded School No. 2 (East Side)	4,202.13	729.84	3,472.29
Alexander Street School District (Site)	802.29	802.29	....
Bergen Street School (Additional ground)	12,000.00	12.50	11,987.50
Chestnut Street School (Additional ground)	10,500.00	12.50	10,487.50

EXPENDITURES IN DETAIL (*continued*).

	Appropriations.	Expenditures.	Balances.
Eighteenth Avenue School (Additional property) (Livingston Street School)	10,000.00	....	10,000.00
Elizabeth Avenue School District (Site)	12,858.50	12,858.50	....
Hawthorne Avenue School District (Site)	16,000.00	25.00	15,975.00
Miller Street School (Additional ground)	6,805.15	62.50	6,742.65
Roseville Avenue School (Additional ground)	5,275.76	5,275.76	....
South Market Street School District (Site)	22,000.00	55.00	21,945.00
Unapportioned (High)	27,544.64	....	27,544.64
Unapportioned (Elementary)	22,341.59	....	22,341.59
	$2,295,153.07	$842,468.55	$1,452,684.52

APPROPRIATIONS AND EXPENDITURES IN DETAIL.

NORMAL SCHOOL (Site and Building).

Balance from June 30, 1911	$ 160.00	
Appropriation 1911-1912	275,000.00	
	$275,160.00	
Deduct amount transferred	13,750.00	
		$261,410.00
Expended for Construction	$ 31,097.42	
Building permit	162.00	
Test holes	116.54	
Search	52.50	
Survey	20.00	
Advertising	41.62	
Auctioneer's fee	1.25	
		31,491.33
Balance		$229.918.67

CENTRAL COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL.

Balance from June 30, 1911		$317,920.11
Expended for General Construction	$217,789.04	
Iron work	17,364.00	
Plumbing work	13,762.50	
Heating and Ventilating work	29,668.50	
Electrical work	16,600.00	
Lighting fixtures	4,706.00	
Vacuum cleaner	1,677.50	
Elevator	2,884.00	
Flag pole	250.00	
Lettering work	20.00	
Repair work	67.20	
Insurance	202.01	
Advertising	31.50	
Testimony	15.20	
		305.037.45
Balance		$ 12,882.66

EAST SIDE COMMERCIAL AND MANUAL TRAINING HIGH SCHOOL.

Balance from June 30, 1911		$ 2,796.25
Expended for Vacuum cleaner	$ 1,347.00	
Windowphanie	71.64	
Iron door	45.00	
Dust chute	19.50	
Advertising	54.24	
Seeding, planting, etc.	503.08	
		2,040.46
Balance		$ 755.79

SOUTH SIDE HIGH SCHOOL (Site and Building).

Balance from June 30, 1911	$359,756.58
Expended for Appraisals	25.00
Balance	$359,731.58

ABINGTON AVENUE SCHOOL HOUSE (Ground and Addition).

Appropriation 1911-1912	$ 85,000.00
Expended for Appraisal	25.00
Balance	$ 84,975.00

AVON AVENUE SCHOOL HOUSE ADDITION.

Balance from June 30, 1911		$ 12,827.76
Expended for Alterations to stairways	$ 345.00	
Repairs on gymnasium	128.98	
		473.98
Balance		$ 12,353.78

BURNET STREET SCHOOL HOUSE ADDITION.

Appropriation 1911-1912	$ 25,000.00
Expended for Survey	40.00
Balance	$ 24,960.00

CENTRAL AVENUE SCHOOL HOUSE (Ground and Addition).

Appropriation 1911-1912	$ 58,000.00
Expended for Appraisal	15.00
Balance	$ 57,985.00

CLEVELAND SCHOOL HOUSE.

Balance from June 30, 1911	$172,438.73	
Appropriation 1911-1912	100,000.00	
	$272,438.73	
Deduct amount transferred	12,055.00	$260,383.73
Expended for General Construction	$ 80,290.58	
Iron work	11,092.50	
Heating and Ventilating work	4,411.50	
Plumbing work	2,065.50	
Electrical work	850.00	
Search	19.02	
Printing	101.50	
Advertising	61.54	
		98,892.14
Balance		$161,491.59

MADISON SCHOOL HOUSE ADDITION.

Balance from June 30, 1911	$ 24,547.60	
Deduct amount transferred	7,570.09	
		$ 16,977.51
Expended for General Construction	$ 14,418.26	
Plumbing work	186.00	
Heating and Ventilating work	430.00	
Electrical work	69.50	
Lighting fixtures	1,016.85	
Special lighting fixtures	735.00	
Vacuum cleaner	121.90	
		$ 16,977.51

MILLER STREET SCHOOL HOUSE ADDITION.

Appropriation 1911-1912		$133,000.00
Expended for Building permit	$ 105.50	
Advertising	43.14	
		148.64
Balance		$132,851.36

MONTOMERY SCHOOL HOUSE.

Balance from June 30, 1911		$ 81,312.51
Expended for Mason and Carpenter work	$ 45,266.18	
Iron work	4,500.25	
Roofing work	1,251.05	
Plumbing work	3,782.20	
Painting work	1,747,00	
Heating and Ventilating work	10,074.78	
Electrical work	2,010.00	
Lighting fixtures	1,663.00	
		70,294.46
Balance		$ 11,018.05

NEWTON STREET SCHOOL HOUSE ADDITION.

Appropriation 1911-1912		$186,000.00
Expended for Survey		70.00
Balance		$185,930.00

PESHINE SCHOOL HOUSE.

Balance from June 30, 1911		$ 90,027.42
Expended for Mason and Carpenter work	$ 60,306.45	
Iron work	5,237.50	
Plumbing work	4,490.00	
Heating and Ventilating work	10,759.00	
Electrical work	2,628.00	
Lighting fixtures	1,430.25	
		84,851.20
Balance		$ 5,176.22

RIDGE SCHOOL HOUSE.

Balance from June 30, 1911		$ 34,483.42
Expended for General Construction	$ 17,105.53	
Heating work	4,370.00	
Plumbing work	1,347.00	
Electrical work	555.50	
Lighting fixtures	1,504.00	
Wire fence	343.00	
Grading	175.00	
Survey	18.00	
		25,418.03
Balance		$ 9,065.39

SEVENTH AVENUE SCHOOL HOUSE ADDITION.

Appropriation 1911-1912		$ 434.56
Expended for Plumbing work	$ 81.50	
Electrical work	117.50	
Sash weights	235.56	
		$ 434.56

WEBSTER SCHOOL HOUSE ADDITION.

Balance from June 30, 1911		$ 56,866.47
Expended for Mason work	$ 16,436.64	
Carpenter work	18,845.00	
Iron work	4,648.50	
Roofing work	2,040.00	
Plumbing work	2,273.40	
Painting work	2,201.00	
Heating and Ventilating work	4,560.00	
Electrical work	1,915.00	
Lighting fixtures	1,590.00	
Grading	174.00	
		54,683.54
Balance		$ 2,182.93

WEST SIDE SCHOOL HOUSE.

Balance from June 30, 1911		$ 92,046.06
Expended for Mason and Carpenter work	$ 55,435.83	
Iron work	3,779.92	
Roofing work	1,320.00	
Heating and Ventilating work	11,481.50	
Painting work	4,095.75	
Electrical work	2,443.75	
Lighting fixtures	1,451.00	
		80,007.75
Balance		$ 12,038.31

PHYSICAL TRAINING FIELD.

Balance from June 30, 1911		$ 25,729.80
Expended for Fence	$ 3,067.25	
Drainage and Running Track	3,677.66	
Filling in	2,355.30	
Laborers' wages	500.00	
Survey, Plans, etc.	315.00	
Hardware	28.77	
Advertising	33.18	
		9,977.16
Balance		$ 15,752.64

UNGRADED SCHOOL No. 1 (West Side).

Balance from June 30, 1911		$ 4,091.83
Expended for Cement walks, etc.	$ 724.00	
Flagging	13.45	
Planting, Seeding, etc.	235.00	
		972.45
Balance		$ 3,119.38

UNGRADED SCHOOL No. 2 (East Side).

Balance from June 30, 1911		$ 4,202.13
Expended for Waterproofing	$ 42.60	
Driveway, Walks, etc.	657.00	
Advertising	30.24	
		729.84
Balance		$ 3,472.29

ALEXANDER STREET SCHOOL DISTRICT (Site).

Balance from June 30, 1911	$ 7,720.50	
Deduct amount transferred	6,918.21	
		$ 802.29
Expended for Property	$ 766.75	
Search	20.54	
Auctioneer's fee	15.00	
		$ 802.29

BERGEN STREET SCHOOL (Additional ground).

Appropriation 1911-1912	$ 12,000.00
Expended for Appraisal	12.50
Balance	$ 11,987.50

CHESTNUT STREET SCHOOL (Additional ground).

Appropriation 1911-1912	$ 10,500.00
Expended for Appraisal	12.50
Balance	$ 10,487.50

EIGHTEENTH AVENUE SCHOOL (Additional property—Livingston St. School).

Appropriation 1911-1912	$ 10,000.00
Balance	$ 10,000.00

ELIZABETH AVENUE SCHOOL DISTRICT (Site).

Balance from June 30, 1911	$ 12,826.40	
Appropriation 1911-1912	32.10	$ 12,858.50
Expended for Property	$ 12,750,00	
Search	108.50	$ 12,858.50

HAWTHORNE AVENUE SCHOOL DISTRICT (Site).

Appropriation 1911-1912	$ 16,000.00
Expended for Appraisal	25.00
Balance	$ 15,975.00

MILLER STREET SCHOOL (Additional ground).

Balance from June 30, 1911	$ 305.15	
Appropriation 1911-1912	6,500.00	$ 6,805.15
Expended for Search	$ 27.50	
Appraisal	30.00	
Auctioneer's fee	5.00	62.50
Balance		$ 6,742.65

ROSEVILLE AVENUE SCHOOL (Additional ground).

Appropriation 1911-1912	$ 5,300.00	
Deduct amount transferred	24.24	$ 5,275.76
Expended for Property	$ 5,200.00	
Search	57.34	
Survey	8.00	
Advertising	10.42	$ 5,275.76

SOUTH MARKET STREET SCHOOL DISTRICT (Site).

Appropriation 1911-1912	$ 22,000.00
Expended for Appraisal	55.00
Balance	$ 21,945.00

UNAPPORTIONED.

High Schools—Balance	$ 27,544.64
Elementary Schools—Balance	$ 22,341.59

JAMES TAAFFE, *President.*

R. D. ARGUE, *Secretary.*

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE

Name of School House	Sites	Buildings	Furniture and Equipm't	Total
Normal and Training	$ 40,000	$ 48,000	$ 4,000	$ 92,000
Normal School (new site)	99,000	....	....	99,000
Barringer High	82,000	285,000	32,000	399,000
Central C. & M. T. High	66,600	562,000	50,000	678,600
East Side C. & M. T. High	43,000	254,000	45,000	342,000
South Side High	40,000	....	....	40,000
Abington Avenue	5,800	83,500	4,500	93,800
Alexander Street	9,000	62,000	3,300	74,300
Alexander Street District	19,800	....	....	19,800
Ann Street	12,000	55,000	3,000	70,000
Avon Avenue	20,000	191,000	7,500	218,500
Belmont Avenue	48,000	250,000	9,000	307,000
Bergen Street	25,000	164,000	7,500	196,500
Bruce Street	21,000	50,000	3,500	74,500
Burnet Street	25,000	238,000	7,500	270,500
Camden Street	20,000	59,000	3,400	82,400
Central Avenue	20,000	74,000	3,600	97,600
Charlton Street	20,000	100,000	5,000	125,000
Chestnut Street	12,500	51,000	3,600	67,100
Cleveland	22,000	....	....	22,000
Eighteenth Avenue	16,000	60,000	3,000	79,000
Elizabeth Avenue	23,000	12,800	1,000	36,800
Elizabeth Avenue District	28,800	....	....	28,800
Elliot Street	16,700	100,000	4,000	120,700
Fifteenth Avenue	14,000	54,000	3,400	71,400
Fourteenth Avenue	30,000	118,000	4,000	152,000
Franklin	24,500	145,000	5,500	175,000
Hamburg Place	24,000	170,000	6,500	200,500
Hawkins Street	6,000	53,000	2,500	61,500
Hawthorne Avenue	22,000	144,000	5,500	171,500
Lafayette Street	25,000	183,000	8,000	216,000
Lawrence street	30,000	45,000	1,800	76,800
Lincoln	10,800	75,000	3,000	88,800
Madison	18,000	162,000	7,500	187,500
Market Street	80,000	18,000	1,000	99,000
Miller Street	22,000	58,000	3,400	83,400
Monmouth Street	10,000	60,000	4,000	74,000
Montgomery	27,000	145,000	7,000	179,000
Morton Street	50,000	300,000	9,000	359,000
Newton Street	28,000	77,000	5,500	110,500
North Seventh Street	16,500	55,000	3,000	74,500
Oliver Street	12,000	70,000	3,400	85,400
Park Avenue	3,000	2,500	300	5,800
Parker Street	24,000	....	....	24,000
Peshine	12,800	105,000	5,500	123,300
Prospect Avenue	1,000	3,300	600	4,900
Ridge	15,000	115,500	5,000	135,500
Roseville Avenue	13,200	30,500	1,600	45,300
Seventh Avenue	19,300	105,500	5,500	130,300
Sixteenth Ward Site	18,000	....	....	18,000
South Street	12,000	51,000	3,000	66,000
South Eighth Street	24,000	144,000	5,000	173,000
South Market Street	20,000	58,000	3,000	81,000
South Tenth Street	16,000	45,000	3,600	64,600
State Street	15,000	19,000	1,500	35,500
Summer Avenue	10,000	48,000	2,500	60,500
Summer Place	7,000	31,500	1,200	39,700
Sussex Avenue	24,000	53,000	3,000	80,000
Thirteenth Avenue	38,500	163,000	6,000	207,500
Walnut Street	7,500	7,000	1,200	15,700
Warren Street	14,000	137,000	5,500	156,500
Warren Street Industrial	2,000	10,000	4,000	16,000
Washington Street	57,000	76,000	4,800	137,800
Waverly Avenue	13,500	50,000	2,800	66,300
Webster	17,000	148,000	5,500	170,500
West Side	23,200	115,000	5,500	143,700
Ungraded School No. 1 (West)	10,000	16,300	1,000	27,300
Ungraded School No. 2 (East)	4,000	17,100	1,000	22,100
Marshall Street (Shop)	9,000	5,000	1,500	15,500
Fawcett Drawing	36,000	19,000	1,000	56,000
Physical Training Field	45,000	....	10,000	55,000
Total	$1.696,000	$6.206,500	$375,500	$8,278,000

FINANCIAL STATISTICS

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR THE YEAR ENDING JUNE 30, 1912, AND SHOWING ORDINARY, EXTRAORDINARY AND TOTAL CURRENT EXPENSES.

NAMES OF SCHOOLS	ORDINARY EXPENSES													EXTRAORDINARY EXPENSES				Grand Totals
	Salaries		Text Books and Educational Supplies	MISCELLANEOUS SUPPLIES						Miscellaneous Items	Repairs		Totals	Repairs	Heating Apparatus	Furniture and Equipment (inc. Man. Trg.)	Totals	
	Teachers	Janitors		Printing	General Supplies	Manual Training	Fuel	Light and Power	Water		To Building	To Heating Apparatus						
DAY SCHOOLS																		
Normal and Training— Normal Department	$ 15,364.20	$ 988.00	$ 521.19	$ 126.14	$ 40.35	....	$ 123.79	$ 149.50	$ 64.37	$ 92.74	$ 52.25	$ 15.30	$ 17,537.83	$ 127.43	$ 62.95	$ 45.45	$ 235.83	$ 17,773.66
High																		
Barringer	121,781.19	8,572.50	4,573.46	602.28	911.85	....	2,076.65	2,902.24	280.37	349.16	466.49	157.24	142,613.43	2,215.75	76.00	1,633.67	3,925.42	146,538.85
East Side C. & M. T.	44,369.26	5,303.50	6,791.46	279.98	1,248.03	....	2,011.01	30.03	100.30	140.13	187.18	187.68	60,648.56	255.56	3,004.75	40,268.93	43,529.24	104,177.80
Central C. and M. T.	38,500.47	4,417.50	13,707.83	686.84	1,608.63	....	2,447.82	15.61	14.79	228.09	64.15	97.82	61,799.15	140.62	960.00	48,287.11	49,387.73	111,186.88
Elementary																		
Abington Avenue	17,613.61	1,812.00	1,131.45	36.25	106.89	$ 98.83	546.30	257.02	38.85	77.40	108.56	107.92	21,935.08	668.01	....	49.56	717.57	22,652.65
Alexander Street	18,897.57	1,863.00	879.24	35.25	47.33	126.25	790.76	47.71	33.44	67.59	113.09	127.90	23,029.13	2,331.68	421.28	82.30	2,835.26	25,864.39
Ann Street	24,444.41	1,776.00	1,622.62	48.84	151.41	121.96	845.50	144.11	58.42	49.54	258.24	281.27	29,802.32	988.74	185.00	542.78	1,716.52	31,518.84
Avon Avenue	36,163.29	2,835.00	2,383.44	68.82	154.36	128.01	1,206.88	687.83	112.54	218.07	241.16	196.04	44,395.44	527.38	76.46	67.60	671.44	45,066.88
Belmont Avenue	41,824.59	3,285.00	2,185.67	119.23	235.57	352.81	1,610.43	776.13	24.70	175.83	825.21	194.85	51,610.02	1,447.50	142.25	618.70	2,208.45	53,818.47
Bergen Street	39,608.29	3,135.00	2,407.01	71.40	352.44	225.99	1,138.71	501.84	138.07	194.37	285.21	151.24	48,209.57	490.54	....	872.56	1,363.10	49,572.67
Blum Street	1,953.03	180.00	49.03	2.66	15.08	1.03	43.25	....	....	360.34	....	....	2,604.42	....	....	....	....	2,604.42
Bruce Street	18,826.60	1,509.00	755.85	45.84	88.54	57.62	520.27	91.49	60.47	45.06	199.50	48.35	22,248.68	13,193.88	65.28	426.40	13,685.56	35,934.24
Burnet Street	34,622.77	2,790.00	1,666.43	74.42	145.78	255.39	815.21	628.52	155.08	175.04	139.92	124.72	41,593.28	316.89	228.90	109.46	655.25	42,248.53
Camden Street	33,283.97	2,076.00	1,522.96	79.96	141.24	148.31	675.75	17.99	36.76	56.93	180.32	150.77	38,370.96	132.08	....	424.00	556.08	38,927.04
Central Avenue	29,727.19	1,980.00	1,297.83	64.87	138.81	139.17	555.87	91.28	242.23	104.07	420.18	29.39	34,790.89	412.41	230.27	81.90	724.58	35,515.47
Charlton Street	42,539.68	2,482.12	2,176.75	79.38	228.32	118.11	1,230.75	176.61	75.12	95.98	232.07	85.51	49,520.40	1,709.49	....	1,947.52	3,657.01	53,177.41
Chestnut Street	21,009.00	1,512.00	908.41	32.92	117.27	91.08	406.25	17.59	53.25	56.70	83.60	41.99	24,330.12	317.18	56.80	209.82	583.80	24,913.92
Eighteenth Avenue	28,207.32	1,812.00	1,367.42	78.48	211.17	98.23	656.15	114.60	111.22	54.00	438.30	124.49	33,273.38	572.45	20.50	1,135.66	1,728.61	35,001.99
Elizabeth Avenue	5,822.15	924.00	269.20	21.95	34.32	12.59	142.50	8.95	104.18	11.35	70.30	95.42	7,516.91	404.65	....	55.99	460.64	7,977.55
Elliott Street	27,161.08	2,583.00	1,601.46	46.64	100.74	200.32	1,005.28	267.89	129.67	78.40	213.42	291.90	33,679.80	2,336.08	128.90	252.72	2,717.70	36,397.50
Fifteenth Avenue	33,199.84	1,848.00	1,939.97	65.01	139.28	102.28	955.00	201.00	59.98	51.43	445.24	149.15	39,156.18	916.99	94.68	390.07	1,401.74	40,557.92
Fourteenth Avenue	30,014.96	2,223.00	1,411.59	70.48	124.80	174.33	829.38	238.13	47.28	76.80	135.14	49.19	35,395.08	287.43	....	65.86	353.29	35,748.37
Franklin	36,831.86	2,496.00	1,728.77	94.35	170.79	244.44	635.04	155.14	207.24	138.29	241.63	108.70	43,052.25	1,065.59	31.41	425.11	1,522.11	44,574.36
Hamburg Place	35,539.85	2,630.50	1,728.62	55.78	307.83	193.09	874.49	197.83	134.16	138.23	362.27	115.59	42,278.24	602.79	17.87	399.15	1,019.81	43,298.05
Hawkins Street	15,808.43	1,509.00	558.47	39.49	80.08	86.39	459.50	27.26	60.46	50.22	329.18	68.86	19,077.34	276.99	....	251.40	528.39	19,605.73
Hawthorne Avenue	27,005.96	2,229.00	1,365.70	46.75	193.40	180.67	960.75	424.18	65.37	158.75	317.76	96.01	33,044.30	879.79	607.00	689.18	2,175.97	35,220.27
Johnson Avenue	4,463.36	486.00	145.37	6.55	22.31	17.05	177.50	20.03	48.75	10.84	27.63	....	5,425.39	18.14	....	....	18.14	5,443.53
Lafayette Street	31,802.67	2,958.00	1,824.56	76.73	208.00	200.91	884.20	775.02	107.63	99.50	587.23	152.42	39,676.57	692.11	149.00	273.97	1,115.08	40,791.95
Lawrence Street	13,360.23	1,242.00	343.40	26.75	102.67	47.78	251.00	30.51	70.58	39.73	142.63	83.51	15,740.79	291.18	28.60	73.43	393.21	16,134.00
Lincoln	11,835.92	1,368.00	745.69	20.17	47.58	48.79	423.75	85.27	38.62	105.78	53.62	6.41	14,779.60	493.05	58.19	769.82	1,321.06	16,100.66
Livingston Street	7,456.02	912.00	288.45	4.69	16.52	25.11	299.23	....	4.66	1,082.06	....	....	10,088.74	....	....	666.83	666.83	10,755.57
Madison	30,298.06	2,311.50	2,128.30	57.06	349.32	203.64	1,051.75	723.69	130.68	242.09	566.96	13.00	38,076.05	399.05	....	3,317.87	3,716.92	41,792.97
Miller Street	28,677.22	1,790.40	1,425.14	48.12	73.33	203.59	564.75	56.08	60.65	54.18	198.57	31.30	33,183.33	374.67	13.76	41.02	429.45	33,612.78
Monmouth Street	26,121.21	1,926.00	2,521.20	50.77	90.02	109.15	716.50	27.55	61.78	35.64	297.35	161.47	32,118.64	112.44	....	759.51	871.95	32,990.59
Montgomery	20,217.36	1,560.38	3,115.14	115.03	259.01	160.20	825.25	344.79	127.95	113.20	80.25	.88	26,919.44	100.53	....	7,855.98	7,956.51	34,875.95
Morton Street	46,557.12	5,335.50	2,227.96	69.70	318.18	261.61	1,674.99	37.08	551.87	189.07	457.18	218.95	57,899.21	2,282.40	140.10	36.56	2,459.06	60,358.27
Newton Street	38,857.13	2,364.00	1,786.83	76.27	212.48	207.94	709.01	213.37	184.40	94.77	139.22	43.68	44,889.10	180.00	35.16	210.90	426.06	45,315.16
Normal and Training— Training Department	7,199.00	494.00	115.15	20.98	80.68	108.28	220.06	265.78	114.44	29.47	26.13	7.65	8,681.62	63.71	31.47	90.92	186.10	8,867.72
North Seventh Street	26,828.56	1,937.50	1,336.23	46.82	114.20	158.91	652.00	369.53	102.91	49.54	425.64	150.98	32,172.82	3,455.29	597.09	144.35	4,196.73	36,369.55
Oliver Street	23,452.38	1,950.00	1,459.43	62.63	99.64	191.00	546.50	73.99	91.30	70.69	251.54	24.60	28,273.70	230.10	60.32	287.37	577.79	28,851.49
Park Avenue	2,562.56	456.00	63.97	6.44	33.98	5.38	152.50	....	....	2.58	149.90	16.69	3,450.00	255.50	59.85	17.96	333.31	3,783.31
Peshine	8,090.02	1,486.50	851.43	40.57	192.05	73.80	528.25	215.43	5.33	75.62	108.75	....	11,667.75	62.66	....	5,459.08	5,521.74	17,189.49
Ridge	10,906.06	1,706.00	1,340.50	31.83	214.53	155.73	641.65	430.05	42.68	96.40	96.22	1.30	15,662.95	....	....	5,760.47	5,760.47	21,423.42
Roseville Avenue	13,625.86	1,080.00	803.81	22.87	50.85	52.72	263.25	162.07	37.05	29.76	92.31	38.55	16,259.10	1,040.92	....	9.15	1,050.07	17,309.17
Seventh Avenue	36,523.46	2,643.00	1,996.36	89.05	279.23	270.12	1,022.50	600.24	142.31	105.57	408.96	42.69	44,123.49	1,656.60	29.45	995.62	2,681.67	46,805.16
Seventh Avenue Annex (State Street)	1,507.98	143.00	246.54	.59	50.70	....	28.56	5.76	....	16.51	59.53	....	2,059.17	....	....	81.51	81.51	2,140.68
South Street	19,514.66	1,590.00	1,070.40	37.21	161.25	84.12	701.80	43.80	103.38	52.29	356.68	9.71	23,725.30	396.85	....	25.00	421.85	24,147.15
South Eighth Street	36,396.50	2,595.00	1,710.03	54.55	194.35	106.73	1,157.00	424.49	184.99	106.59	491.68	297.51	43,719.42	595.74	265.38	496.75	1,357.87	45,077.29
South Market Street	24,526.53	1,611.00	1,033.84	60.39	115.06	100.71	452.01	142.43	30.08	60.37	184.50	32.94	28,349.86	105.00	177.00	461.20	743.20	29,093.06
South Tenth Street	27,199.40	1,668.00	1,344.59	41.81	175.07	156.51	520.78	18.94	55.88	42.31	196.33	148.01	31,567.63	8,343.45	237.27	441.97	9,022.69	40,590.32
Summer Avenue	21,594.57	1,827.00	990.92	24.06	75.01	131.45	452.35	49.73	39.08	44.72	72.64	117.48	25,419.01	307.30	....	72.68	379.98	25,798.99
Summer Place	9,519.45	1,110.00	306.21	18.56	36.63	30.16	469.00	58.61	68.75	30.27	364.10	77.82	12,089.56	405.41	....	19.19	424.60	12,514.16
Sussex Avenue	23,754.97	1,747.75	1,570.42	63.58	102.38	129.31	427.50	176.52	136.25	50.57	750.64	102.30	29,012.19	760.63	....	2,109.38	2,870.01	31,882.20
Thirteenth Avenue	41,230.24	2,781.00	2,325.94	101.05	194.68	373.35	906.17	207.50	110.08	130.86	592.43	161.13	49,114.43	412.70	....	899.40	1,312.10	50,426.53
Thirteenth Avenue Annex (Market Street)	1,030.03	332.50	15.56	.88	56.02	14.66	70.08	12.97	17.50	14.96	18.23	....	1,583.39	....	....	13.40	13.40	1,596.79
Walnut Street	9,561.14	1,026.00	471.25	21.65	52.85	23.05	240.00	5.70	20.79	13.76	98.41	10.18	11,544.78	36.13	....	....	36.13	11,580.91
Warren Street	19,510.79	2,181.00	909.00	58.85	95.46	111.50	675.56	688.84	185.04	147.06	232.73	171.21	24,967.04	560.95	624.66	131.17	1,316.78	26,283.82
Washington Street	27,391.75	1,833.00	984.64	44.57	142.24	202.07	447.03	105.88	77.67	97.35	148.31	52.76	31,527.27	199.49	[illegible]	257.37	456.86	31,984.13
Waverly Avenue	21,426.91	1,575.00	932.04	40.53	116.16	72.74	587.00	34.41	81.27	47.82	254.64	90.69	25,259.21	3,685.64	[illegible]	46.68	3,732.32	28,991.53
Webster	21,758.63	2,109.00	1,607.38	68.48	326.18	126.56	958.63	354.91	129.48	120.73	460.04	.10	28,020.12	741.32	[illegible]	7,149.61	7,890.93	35,911.05
West Side	9,195.45	1,092.50	1,713.42	33.19	281.67	33.34	530.25	144.59	21.10	76.60	108.26	....	13,230.37	90.81	....	6,223.85	6,314.66	19,545.03
Boys' Industrial	8,639.57	435.00	1,132.45	51.73	321.78	....	183.53	439.24	....	13.76	281.51	45.83	11,544.40	343.91	465.75	1,441.96	2,251.62	13,796.02
Special																		
Academy Street Ungraded	1,600.00	330.00	24.02	4.78	2.67	....	....	....	....	....	2.50	5.70	1,969.67	12.00	....	....	12.00	1,981.67
Ungraded No. 1	3,182.30	660.00	696.07	6.76	71.79	....	146.00	4.06	11.83	27.31	390.46	3.98	5,200.56	207.44	....	1,244.32	1,451.76	6,652.32
Ungraded No. 2	2,998.00	657.80	891.85	4.72	92.38	....	255.50	10.30	16.80	27.31	218.18	4.92	5,177.76	340.15	....	1,226.66	1,566.81	6,744.57
Burnet Street Defectives	988.00	....	203.11	.03	2.28	....	....	....	....	....	....	....	1,193.42	....	....	69.67	69.67	1,263.09
College Place Defectives	3,890.50	....	369.57	11.62	174.97	....	....	....	....	1,200.52	....	....	5,647.18	....	....	197.08	197.08	5,844.26
Lafayette Street Defectives	1,903.75	....	368.96	.07	5.56	....	....	....	....	....	....	....	2,278.34	....	....	83.23	83.23	2,361.57
South Street Defectives	718.00	....	254.88	.03	13.05	....	....	....	....	....	....	....	985.96	....	....	70.25	70.25	1,056.21
State Street Defectives	1,659.90	287.00	512.42	8.88	69.31	....	55.44	11.51	....	....	....	....	2,604.46	....	....	111.39	111.39	2,715.85
James Street Deaf	3,910.80	250.00	293.37	12.86	71.14	....	65.00	2.07	....	208.33	29.13	....	4,842.70	72.09	....	142.03	214.12	5,056.82
Washington Street Blind	1,370.00	....	191.72	1.20	3.86	....	....	....	....	....	....	....	1,566.78	....	....	....	....	1,566.78
Elizabeth Avenue Open Air	1,677.35	634.00	1,549.07	4.58	141.54	....	95.50	3.02	4.88	4.64	80.18	37.45	4,232.21	80.80	18.14	206.80	305.74	4,537.95
Montgomery Street Open Air	880.00	....	104.23	.05	2.25	....	....	....	....	....	....	....	986.53	....	....	323.45	323.45	1,309.98
Morton Street Open Air	704.50	....	130.69	.05	4.05	....	....	....	....	....	....	....	839.29	....	....	246.30	246.30	1,085.59
EVENING SCHOOLS																		
High																		
Barringer Gymnasium	807.00	319.00	....	....	....	....	....	....	....	....	....	....	1,126.00	....	....	....	....	1,126.00
Bergen Street	7,487.40	210.00	565.53	5.54	....	....	181.32	721.52	5.85	....	....	....	9,177.16	....	....	12.16	12.16	9,189.32
Central	9,847.80	280.44	734.20	15.45	....	....	129.81	750.86	9.29	....	....	....	11,767.85	....	....	....	....	11,767.85
East Side	4,447.00	183.75	570.02	6.97	....	....	456.49	....	9.43	....	....	....	5,673.66	....	....	....	....	5,673.66
Franklin	4,626.40	143.62	442.84	12.96	57.35	....	101.12	381.51	6.08	....	....	....	5,771.88	....	....	....	....	5,771.88
Hamburg Place	6,668.80	166.50	646.33	12.28	....	....	139.25	634.56	8.31	....	....	....	8,276.03	....	....	213.79	213.79	8,489.82
Morton Street	5,330.00	152.99	553.88	22.86	....	....	266.72	36.06	13.45	....	....	....	6,375.96	....	....	47.07	47.07	6,423.03
Thirteenth Avenue	7,345.75	197.63	527.53	14.94	....	....	144.29	603.08	4.43	....	....	....	8,837.65	....	....	....	....	8,837.65
Elementary																		
Belmont Avenue	6,387.00	249.75	282.15	45.41	6.80	....	402.61	965.38	.36	....	....	....	8,339.46	....	....	....	....	8,339.46
Bergen Street	1,818.60	75.00	39.25	11.32	....	....	130.55	180.38	2.04	....	....	....	2,257.14	....	....	....	....	2,257.14
urnet Street	1,106.20	61.65	120.25	3.33	....	....	93.46	182.64	1.88	....	....	....	1,569.41	....	....	....	....	1,569.41
entral Avenue	2,715.00	131.34	171.75	16.09	10.80	....	138.97	262.62	8.30	....	....	....	3,454.87	....	....	....	....	3,454.87
ighteenth Avenue	4,126.00	181.50	140.05	22.42	....	....	164.04	573.62	3.50	....	....	....	5,211.13	....	....	....	....	5,211.13
ranklin	2,853.10	113.25	105.20	18.98	....	....	72.81	254.34	5.23	....	....	....	3,422.91	....	....	....	....	3,422.91
Hamburg Place	2,832.20	135.00	166.58	15.47	....	....	100.26	317.28	3.62	....	....	....	3,570.41	....	....	....	....	3,570.41
Lafayette Street	4,356.25	190.50	160.48	36.27	12.60	....	221.05	588.73	2.78	....	....	....	5,568.66	....	....	....	....	5,568.66
Morton Street	4,627.13	156.76	113.50	37.64	....	....	192.04	42.34	9.92	....	....	....	5,179.33	....	....	....	....	5,179.33
Newton Street	2,034.00	111.38	71.87	14.34	....	....	177.25	478.58	2.26	....	....	....	2,889.68	....	....	....	....	2,889.68
eventh Avenue	3,688.00	163.12	252.76	17.71	....	....	255.62	723.42	2.26	....	....	....	5,102.89	....	....	....	....	5,102.89
outh Street	1,794.00	102.12	115.07	8.94	....	....	175.45	318.16	2.02	....	....	....	2,515.76	....	....	....	....	2,515.76
outh Eighth Street	2,355.00	120.75	175.18	19.78	....	....	289.25	464.16	4.38	....	....	....	3,428.50	....	....	....	....	3,428.50
outh Market Street	1,740.00	99.96	100.74	10.32	....	....	114.24	286.30	.67	....	....	....	2,352.23	....	....	....	....	2,352.23
outh Tenth Street	3,970.50	170.96	280.48	26.08	....	....	118.22	305.16	2.40	....	....	....	4,873.80	....	....	35.60	35.60	4,909.40
hirteenth Avenue	2,718.25	93.75	65.42	10.40	....	....	103.89	258.46	1.52	....	....	....	3,251.69	....	....	....	....	3,251.69
ashington Street	2,259.00	118.04	135.67	10.47	....	....	101.47	323.98	2.65	....	....	....	2,951.28	....	....	....	....	2,951.28
Industrial																		
ys' Industrial	1,172.00	81.31	331.43	4.67	90.10	....	41.66	377.99	....	....	....	....	2,099.16	....	....	....	....	2,099.16
wcett Drawing	12,351.00	643.75	759.47	41.67	191.52	....	320.52	1,390.03	14.78	19.26	166.71	32.95	15,931.66	721.61	79.00	729.93	1,530.54	17,462.20
SUMMER SCHOOLS																		
on Avenue	835.50	36.00	128.92	1.96	....	....	....	....	3.04	....	....	....	1,005.42	....	....	....	....	1,005.42
elmont Avenue	1,726.42	70.50	199.76	10.46	....	....	....	....	.96	....	....	....	2,008.10	....	....	....	....	2,008.10
ergen Street	1,366.75	54.00	267.56	1.96	....	....	....	....	3.98	....	....	....	1,694.25	....	....	....	....	1,694.25
Bruce Street	609.00	21.50	100.99	1.50	5.20	....	....	....	2.00	....	....	....	740.19	....	....	....	....	740.19
Burnet Street	951.75	39.50	131.90	1.33	....	....	....	....	3.88	....	....	....	1,128.36	....	....	....	....	1,128.36
Camden Street	1,080.00	51.00	176.79	2.19	....	....	....	....	1.14	....	....	....	1,311.12	....	....	....	....	1,311.12
Central Avenue	819.44	30.00	101.05	5.23	....	....	....	....	6.17	....	....	....	961.89	....	....	....	....	961.89
Charlton Street	1,206.25	51.00	118.67	4.49	....	....	....	....	2.40	....	....	....	1,382.81	....	....	....	....	1,382.81
Eighteenth Avenue	1,062.25	40.50	117.42	4.14	....	....	....	....	4.40	....	....	....	1,228.71	....	....	....	....	1,228.71
Fifteenth Avenue	1,158.75	51.00	119.95	2.06	....	....	....	....	2.49	....	....	....	1,334.25	....	....	....	....	1,334.25
Fourteenth Avenue	1,156.50	51.00	143.30	3.25	....	....	....	....	1.87	....	....	....	1,355.92	....	....	....	....	1,355.92
Franklin	1,395.25	57.00	129.98	3.23	....	....	....	....	7.91	....	....	....	1,593.37	....	....	....	....	1,593.37
Hamburg Place	1,277.50	48.75	182.74	2.50	.48	....	....	....	6.85	....	....	....	1,518.82	....	....	....	....	1,518.82
Hawkins Street	582.00	21.00	84.12	1.71	....	....	....	....	2.48	....	....	....	691.31	....	....	....	....	691.31
Hawthorne Avenue	885.00	33.00	87.88	1.48	....	....	....	....	1.94	....	....	....	1,009.30	....	....	....	....	1,009.30
Lafayette Street	1,030.25	40.60	184.67	4.45	.48	....	....	....	3.51	....	....	....	1,263.96	....	....	....	....	1,263.96
Madison	878.25	33.00	103.97	1.71	....	....	....	....	3.79	....	....	....	1,020.72	....	....	....	....	1,020.72
Monmouth Street	1,191.00	42.00	119.73	4.56	....	....	....	....	2.89	....	....	....	1,360.18	....	....	....	....	1,360.18
Morton Street	1,511.50	66.00	196.26	2.62	....	....	....	....	25.29	....	....	....	1,801.67	....	....	....	....	1,801.67
Newton Street	1,357.25	53.20	135.16	3.48	....	....	....	....	6.90	....	....	....	1,555.99	....	....	....	....	1,555.99
Oliver Street	755.38	30.00	125.11	1.50	....	....	....	....	1.86	....	....	....	913.85	....	....	....	....	913.85
Seventh Avenue	1,667.63	60.00	193.67	7.46	....	....	....	....	6.06	....	....	....	1,934.82	....	....	....	....	1,931.82
South Street	718.50	27.00	123.14	1.61	1.22	....	....	....	3.33	....	....	....	874.80	....	....	....	....	874.80
South Eighth Street	1,048.00	39.00	113.63	1.83	.08	....	....	....	5.10	....	....	....	1,207.64	....	....	....	....	1,207.64
South Tenth Street	928.00	37.00	106.79	1.73	....	....	....	....	2.17	....	....	....	1,075.69	....	....	....	....	1,075.69
Sussex Avenue	958.50	36.00	173.29	2.76	....	....	....	....	5.45	....	....	....	1,176.00	....	....	....	....	1,176.00
Thirteenth Avenue	1,186.50	51.00	171.39	2.79	....	....	....	....	2.54	....	....	....	1,414.22	....	....	....	....	1,414.22
Warren Street	874.50	30.00	113.36	1.72	....	....	....	....	6.87	....	....	....	1,026.15	....	....	....	....	1,026.15
Washington Street	697.50	30.00	109.50	1.43	....	....	....	....	2.10	....	....	....	840.62	....	....	....	....	840.62
Waverly Avenue	1,011.50	45.00	111.08	2.00	....	....	....	....	3.75	....	....	....	1,173.42	....	....	....	....	1,173.42
SPECIAL ACTIVITIES																		
Playgrounds	12,807.75	731.73	8,808.27	....	....	....	....	....	213.59	....	....	....	22,561.34	....	....	....	....	22,561.34
Afternoon Recreation Centres	1,049.00	....	....	....	....	....	....	....	....	....	....	....	1,049.00	....	....	....	....	1,049.00
Afternoon School Lectures	300.00	....	....	....	....	....	....	....	....	....	....	....	300.00	....	....	....	....	300.00
Afternoon Medical Lectures	119.00	....	....	....	....	....	....	....	....	....	....	....	119.00	....	....	....	....	119.00
Public Lectures	10,522.00	....	40.75	269.88	....	....	....	....	....	....	....	....	10,832.63	....	....	59.97	....	10,892.60
School Gardens	168.75	....	....	....	....	....	....	....	....	....	....	....	168.75	....	....	....	....	168.75
TOTALS BY CLASSIFICATION																		
Normal School	15,364.20	988.00	521.19	126.14	40.35	....	123.79	149.50	64.37	92.74	52.25	15.30	17,537.83	127.43	62.95	45.45	235.83	17,773.66
High Schools	204,650.92	18,293.50	25,072.75	1,569.10	3,768.51	....	6,535.48	2,947.88	395.46	717.98	657.82	442.74	265,061.14	2,611.93	4,040.75	90,189.71	96,842.39	361,903.53
Elementary Schools	1,304,058.65	104,718.15	72,708.99	2,821.75	8,225.74	7,354.87	37,132.38	11,078.66	5,133.42	6,013.71	14,130.63	4,905.18	1,579,191.13	58,228.31	4,903.90	54,207.71	117,339.92	1,696,531.05
Special Schools	25,483.10	2,818.80	5,589.96	55.63	654.85	....	617.44	30.96	33.51	1,468.11	720.45	52.05	37,524.86	712.48	18.14	3,921.18	4,651.80	42,176.66
Evening High Schools	46,560.15	1,653.93	4,040.33	91.00	57.35	....	1,419.00	3,127.59	56.84	....	....	....	57,006.19	....	....	273.02	273.02	57,279.21
Evening Elementary Schools	51,380.23	2,274.83	2,496.40	324.97	30.20	....	2,851.18	6,525.55	55.79	....	....	....	65,939.15	....	....	35.60	35.60	65,974.75
Summer Schools	31,926.62	1,275.55	4,171.87	89.23	7.46	....	....	....	133.12	....	....	....	37,603.85	....	....	....	....	37,603.85
Schools for Industries	22,162.57	1,160.06	2,223.35	98.07	603.40	....	545.71	2,207.26	14.78	33.02	448.22	78.78	29,575.22	1,065.52	544.75	2,171.89	3,782.16	33,357.38
Special Activities	24,966.50	731.73	8,849.02	269.88	....	....	....	....	213.59	....	....	....	35,030.72	....	....	59.97	59.97	35,090.69
Grand Totals	$1,726,561.94	$133,914.55	$125,673.86	$5,445.77	$13,387.80	$7,354.87	$49,224.98	$26,967.40	$6,100.88	$8,325.56	$16,018.37	$5,494.05	$2,124,470.09	$62,745.67	$9,570.49	$150,904.53	$223,220.09	$2,347,690.78

TABLE OF EXPENSES FOR EDUCATIONAL SUPPLIES SHOWING TOTAL COST AND AVERAGE RATE PER PUPIL BASED ON AVERAGE ENROLLMENT

SCHOOLS	Average enrollment	APPROPRIATION ACCOUNTS										*Special Items		Totals	
		Text Books, Maps, etc.		Stationery		Paper		Kindergarten Material, etc.		Miscellaneous					
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
DAY SCHOOLS															
Normal and Training—Normal Department........	256	$ 356.67	1.39	$ 27.16	.10	$ 85.64	$ .33	$ 10.40	$ .04	$ 41.32	$ .16	....	....	$ 521.19	$2.03
High Schools															
Barringer	1,583	2,499.29	1.58	78.80	.04	264.45	.16	‡827.56	.52	540.62	.34	$ 362.74	$ .23	4,573.46	2.89
East Side C. & M. T..........	404	3,238.17	8.01	166.18	.41	262.78	.65	‡595.93	1.47	808.00	2.00	1,720.40	4.25	6,791.46	16.81
Central C. & M. T............	†1,026	7,899.39	7.69	116.23	.11	561.40	.54	‡1,500.22	1.46	925.58	.90	2,705.01	2.63	13,707.83	13.36
Elementary Schools															
Abington Avenue.............	837	616.19	.73	111.79	.13	261.94	.31	38.44	.05	81.78	.09	21.31	.02	1,131.45	1.35
Alexander Street..............	709	415.66	.58	91.17	.13	192.40	.27	35.74	.05	65.99	.09	78.28	.11	879.24	1.24
Ann Street.....................	935	705.99	.75	110.61	.11	239.21	.25	40.36	.04	101.47	.10	424.98	.45	1,622.62	1.73
Avon Avenue.................	1,498	1,319.84	.88	201.22	.13	368.27	.24	52.66	.03	152.39	.10	289.06	.19	2,383.44	1.59
Belmont Avenue..............	1,960	959.90	.49	340.75	.17	560.24	.28	95.31	.04	145.04	.07	84.43	.04	2,185.67	1.11
Bergen Street.................	1,565	1,069.82	.68	229.17	.14	406.59	.26	69.68	.04	55.11	.03	576.64	.36	2,407.01	1.53
Blum Street...................	81	23.52	.29	2.55	.03	19.10	.23	....	....	3.86	.04	....	....	49.03	.60
Bruce Street..................	2,726	416.28	.57	76.02	.10	150.32	.21	29.06	.04	71.33	.09	12.84	.02	755.85	1.04
Burnet Street.................	1,319	809.03	.61	156.94	.12	406.77	.30	62.40	.04	114.40	.09	116.89	.08	1,666.43	1.27
Camden Street................	1,454	755.58	.52	165.10	.11	295.46	.20	86.14	.06	186.62	.12	34.06	.02	1,522.96	1.05
Central Avenue..............	1,138	578.74	.50	143.79	.12	322.99	.28	56.40	.05	111.24	.10	84.67	.07	1,297.83	1.14
Charlton Street..............	1,752	960.05	.54	187.54	.10	469.19	.26	133.79	.08	112.61	.06	313.57	.17	2,176.75	1.24
Chestnut Street...............	782	535.97	.68	64.82	.08	191.44	.24	22.66	.03	61.21	.08	32.31	.04	908.41	1.16
Eighteenth Avenue...........	986	610.58	.62	117.32	.12	234.20	.24	48.69	.05	63.67	.06	292.96	.29	1,367.42	1.39
Elizabeth Avenue............	237	147.55	.62	34.66	.14	66.46	.28	....	....	17.63	.07	2.90	.01	269.20	1.14
Elliott Street..................	928	516.68	.55	109.74	.12	300.28	.32	24.82	.02	75.04	.08	574.90	.62	1,601.46	1.73
Fifteenth Avenue............	1,350	1,123.60	.83	132.94	.09	448.66	.33	55.72	.04	104.75	.08	74.30	.05	1,939.97	1.43

SCHOOLS	Average enrollment	APPROPRIATION ACCOUNTS										*Special Items		Totals	
		Text Books, Maps, etc.		Stationery		Paper		Kindergarten Material, etc.		Miscellaneous					
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
Fourteenth Avenue	1,155	723.06	.62	111.60	.09	318.59	.27	37.92	.03	142.14	.12	78.28	.07	1,411.59	1.22
Franklin	1,467	884.84	.60	128.71	.09	303.08	.20	79.97	.05	218.60	.15	113.57	.08	1,728.77	1.18
Hamburg Place	1,372	893.19	.65	159.80	.11	313.75	.23	43.17	.03	101.26	.07	217.45	.16	1,728.62	1.26
Hawkins Street	634	286.43	.45	45.74	.07	114.61	.18	44.78	.07	49.45	.08	17.46	.02	558.47	.88
Hawthorne Avenue	979	702.36	.72	119.47	.12	287.04	.29	44.35	.04	83.77	.08	128.71	.13	1,365.70	1.39
Johnson Avenue	173	75.75	.43	14.13	.08	34.55	.19	11.04	.06	8.19	.04	1.71	.01	145.37	.84
Lafayette Street	1,317	950.35	.72	167.70	.13	381.07	.29	83.76	.06	148.74	.11	92.94	.07	1,824.56	1.38
Lawrence Street	395	102.95	.26	37.87	.09	94.96	.24	40.85	.10	57.38	.14	9.39	.02	343.40	.86
Lincoln	453	484.27	1.07	49.09	.10	124.50	.27	29.54	.06	42.76	.09	15.53	.03	745.69	1.64
Livingston Street	337	158.83	.47	29.94	.08	61.75	.18	10.03	.03	27.90	.08	....	....	288.45	.85
Madison	1,204	1,167.38	.96	181.56	.15	392.32	.32	43.01	.03	151.10	.12	192.93	.16	2,128.30	1.76
Miller Street	1,011	742.26	.73	134.99	.13	292.07	.28	56.55	.05	107.78	.10	91.49	.09	1,425.14	1.40
Monmouth Street	1,157	921.59	.79	118.61	.10	275.58	.24	153.83	.13	103.58	.09	948.01	.82	2,521.20	2.18
Montgomery	974	2,052.59	2.10	182.57	.19	343.61	.35	271.82	.28	198.06	.20	66.49	.07	3,115.14	3.19
Morton Street	1,724	1,100.07	.64	173.22	.10	498.15	.28	116.32	.06	148.57	.08	182.63	.10	2,227.96	1.29
Newton Street	1,711	820.03	.48	228.99	.13	416.60	.24	101.31	.06	189.29	.11	30.61	.02	1,786.83	1.04
Normal and Training— Training Department	172	8.01	.04	20.69	.12	26.97	.15	27.72	.16	30.14	.17	1.62	.01	115.15	.66
North Seventh Street	1,008	683.38	.67	126.65	.12	283.41	.28	97.79	.09	104.45	.10	40.55	.04	1,336.23	1.32
Oliver Street	1,034	756.43	.73	137.04	.13	294.85	.28	58.89	.05	106.83	.10	105.39	.10	1,459.43	1.41
Park Avenue	68	41.15	.60	6.90	.10	10.74	.16	.93	.01	2.82	.04	1.43	.02	63.97	.94
Peshine	371	450.65	1.21	70.60	.19	144.70	.39	17.59	.05	118.62	.32	49.27	.13	851.43	2.29
Ridge	424	957.32	2.25	69.02	.16	153.82	.36	45.57	.11	62.68	.14	52.09	.12	1,340.50	3.16
Roseville Avenue	466	293.82	.63	45.90	.09	117.44	.25	56.01	.12	35.18	.07	255.46	.54	803.81	1.72
Seventh Avenue	1,762	1,129.99	.64	182.03	.10	316.51	.18	150.79	.08	151.86	.08	65.18	.03	1,996.36	1.13
Seventh Avenue Annex (State Street)	61	163.00	2.66	29.98	.49	46.86	.76	1.45	.02	5.10	.08	.15	....	246.54	4.04
South Street	870	376.92	.43	65.26	.07	158.82	.18	25.33	.03	149.74	.17	294.33	.33	1,070.40	1.23
South Eighth Street	1,268	962.31	.76	164.26	.13	328.71	.26	34.48	.02	82.59	.06	137.68	.11	1,710.03	1.35
South Market Street	857	518.07	.60	91.63	.10	230.66	.27	35.28	.04	135.71	.16	22.49	.02	1,033.84	1.20
South Tenth Street	931	599.46	.64	100.54	.10	225.70	.24	50.45	.05	79.26	.08	289.18	.31	1,344.59	1.44
Summer Avenue	660	445.25	.67	60.13	.09	144.48	.22	16.40	.02	60.43	.09	264.23	.40	990.92	1.50
Summer Place	332	110.95	.33	36.38	.11	90.51	.27	30.90	.09	27.28	.08	10.19	.03	306.21	.92
Sussex Avenue	899	904.38	1.00	147.22	.16	302.57	.33	25.03	.03	83.36	.09	107.86	.12	1,570.42	1.75
Thirteenth Avenue	1,739	1,225.70	.70	181.55	.10	488.09	.28	82.75	.04	140.49	.09	207.36	.12	2,325.94	1.34

Thirteenth Avenue Annex (Market Street)	83	....	....	3.86	.04	5.80	.07	....	....	.36	....	5.54	.07	15.56	.19
Walnut Street	318	84.90	.26	22.17	.07	41.70	.13	43.26	.14	30.75	.09	248.47	.78	471.25	1.48
Warren Street	754	226.42	.30	104.50	.13	161.25	.21	69.04	.09	61.81	.08	285.98	.38	909.00	1.20
Washington Street	850	541.63	.63	77.97	.09	189.39	.22	50.09	.06	50.05	.06	75.51	.09	984.64	1.16
Waverly Avenue	912	463.35	.50	115.09	.12	201.55	.22	47.02	.05	77.17	.08	27.86	.03	932.04	1.02
Webster	827	820.90	.99	153.11	.18	230.07	.28	133.87	.16	172.95	.21	96.48	.11	1,607.38	1.94
West Side	843	1,152.15	1.36	56.35	.06	160.16	.19	174.79	.20	140.98	.16	28.99	.03	1,713.42	2.03
Boys' Industrial	126	49.80	.39	26.68	.21	37.70	.30	....	....	35.79	.28	982.48	7.80	1,132.45	8.98
Special Schools															
Academy Street Ungraded	18	....	....	3.01	.17	3.12	.17	.04	....	16.36	.91	1.49	.08	24.02	1.33
Ungraded No. 1	45	30.34	.67	16.11	.36	15.11	.33	3.65	.09	4.65	.10	626.21	13.91	696.07	15.47
Ungraded No. 2	42	10.08	.24	19.52	.46	21.70	.51	2.92	.07	13.91	.33	823.72	19.61	891.85	21.23
Burnet Street Defectives	15	....	....	3.22	.21	4.80	.32	5.40	.36	5.15	.34	184.54	12.30	203.11	13.54
College Place Defectives	46	16.96	.36	11.04	.24	4.68	.10	20.11	.43	22.75	.49	294.03	6.39	369.57	8.03
Lafayette Street Defectives	28	3.80	.14	5.62	.20	6.04	.21	18.45	.66	14.37	.51	320.68	11.45	368.96	13.17
South Street Defectives	15	16.81	1.12	7.13	.47	3.38	.22	5.44	.36	14.79	.98	207.33	13.82	254.88	16.99
State Street Defectives	61	18.56	.30	7.65	.12	9.90	.16	63.64	1.04	20.16	.33	392.51	6.43	512.42	8.39
James Street Deaf	34	14.21	.42	7.06	.20	8.92	.26	17.36	.51	13.13	.39	232.69	6.84	293.37	8.62
Washington Street Blind	9	.31	.03	....	....	.75	.08	....	....	12.76	1.42	177.90	19.73	191.72	21.29
Elizabeth Avenue Open Air	35	32.92	.94	2.63	.08	2.79	.08	....	....	.33	.01	1,510.40	43.15	1,549.07	44.26
Montgomery Open Air	23	....	....	....	....	....	....	....	....	....	....	104.23	4.53	104.23	4.53
Morton Street Open Air	28	....	....	....	....	....	....	....	....	....	....	130.69	4.66	130.69	4.66
EVENING SCHOOLS															
High															
Bergen Street	416	258.28	.62	....	....	....	....	....	....	3.11	.01	304.14	.73	565.53	1.36
Central	490	491.20	.10	2.06	....	12.22	.02	....	....	22.93	.04	205.79	.42	734.20	1.50
East Side	198	138.64	.70	1.97	.01	14.80	.07	....	....	72.58	.36	342.03	1.73	570.02	2.88
Franklin	231	149.80	.65	6.62	.03	3.40	.01	....	....	15.97	.06	267.05	1.15	442.84	1.91
Hamburg Place	398	153.82	.38	36.97	.09	122.65	.31	....	....	7.50	.02	325.39	.82	646.33	1.62
Morton Street	295	166.31	.56	7.00	.03	26.50	.09	....	....	50.76	.17	303.31	1.03	553.88	1.89
Thirteenth Avenue	378	83.81	.22	23.25	.06	54.50	.14	......	....	41.06	.11	324.91	.86	527.53	1.39
Elementary															
Belmont Avenue	572	176.69	.31	23.22	.04	30.84	.05	....	....	9.53	.02	41.87	.08	282.15	.50
Bergen Street	182	....	....	21.25	.11	18.00	.10	....	....	....	....	....	....	39.25	.21
Burnet Street	131	4.00	.03	14.07	.10	30.91	.23	....	....	6.60	.05	64.67	.49	120.25	.92

SCHOOLS	Average enrollment	APPROPRIATION ACCOUNTS										*Special Items		Totals	
		Text Books, Maps, etc.		Stationery		Paper		Kindergarten Material, etc.		Miscellaneous					
		Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate	Cost	Rate
Central Avenue	304	36.00	.12	29.18	.09	41.30	.13	....	....	19.63	.06	45.64	.15	171.75	.56
Eighteenth Avenue	364	21.98	.06	31.24	.08	44.20	.12	....	....	8.08	.02	34.55	.09	140.05	.38
Franklin	321	60.00	.19	19.12	.06	16.68	.05	....	....	9.40	.03	....	....	105.20	.33
Hamburg Place	390	62.24	.16	26.47	.07	63.80	.16	....	....	14.07	.04	....	....	166.58	.43
Lafayette Street	421	45.90	.11	34.22	.08	61.54	.14	....	....	13.70	.03	5.12	.01	160.48	.38
Morton Street	427	....	....	54.73	.13	41.85	.09	....	....	16.92	.04	....	....	113.50	.26
Newton Street	216	24.20	.11	19.94	.09	17.55	.08	....	....	4.69	.02	5.49	.02	71.87	.33
Seventh Avenue	294	118.50	.40	31.89	.11	40.76	.14	....	....	12.28	.04	49.33	.16	252.76	.85
South Street	157	25.58	.16	22.56	.14	16.58	.10	....	....	7.56	.05	42.79	.27	115.07	.73
South Eighth Street	208	83.14	.39	10.96	.05	19.75	.09	....	....	7.04	.03	54.27	.26	175.18	.84
South Market Street	167	22.28	.13	22.10	.13	46.55	.28	....	....	5.87	.03	3.94	.02	100.74	.60
South Tenth Street	467	154.28	.33	10.87	.02	23.46	.05	....	....	13.61	.03	78.26	.17	280.48	.60
Thirteenth Avenue	252	....	....	9.42	.03	53.00	.21	....	....	....	....	3.00	.01	65.42	.26
Washington Street	258	62.70	.24	12.57	.05	6.00	.02	....	....	32.53	.12	21.87	.08	135.67	.52
Industrial															
Boys' Industrial	85	....	....	....	....	....	....	....	....	....	....	331.43	3.89	331.43	3.89
Fawcett Drawing	593	241.79	.41	1.22	....	2.74	....	....	....	440.13	.74	73.59	.12	759.47	1.27
SUMMER SCHOOLS															
Avon Avenue	337	....	....	14.00	.04	11.05	.03	32.76	.09	....	....	71.11	.21	128.92	.38
Belmont Avenue	629	....	....	27.01	.04	53.42	.08	....	....	....	....	119.33	.19	199.76	.31
Bergen Street	373	....	....	26.67	.07	22.04	.06	....	....	....	....	218.85	.59	267.56	.72
Bruce Street	202	....	....	21.41	.10	13.66	.06	6.51	.03	4.20	.02	55.21	.27	100.99	.50
Burnet Street	273	....	....	16.09	.06	19.44	.07	6.51	.02	....	....	89.86	.33	131.90	.47
Camden Street	376	....	....	44.32	.12	27.00	.07	15.86	.04	....	....	89.61	.24	176.79	.47
Central Avenue	242	....	....	16.53	.07	3.22	.01	....	....	....	....	81.30	.33	101.05	.41
Charlton Street	471	....	....	7.80	.01	23.86	.05	13.10	.03	....	....	73.91	.16	118.67	.25
Eighteenth Avenue	324	....	....	10.05	.03	24.00	.07	....	....	....	....	83.37	.26	117.42	.36
Fifteenth Avenue	472	....	....	20.54	.04	21.80	.04	....	....	....	....	77.61	.16	119.95	.24
Fourteenth Avenue	384	....	....	22.00	.06	25.25	07	1.20	....	4.80	.01	90.05	.23	143.30	.37
Franklin	468	....	....	13.53	.03	20.40	.04	....	....	....	....	96.05	.20	129.98	.27
Hamburg Place	584	....	....	18.43	.03	36.70	.06	....	....	....	....	127.61	.22	182.74	.31

Hawkins Street	215	....	....	11.48	.05	18.24	.08	....	....	....	....	54.40	.25	84.12	.39
Hawthorne Avenue	239	....	....	11.66	.05	15.68	.06	....	....	....	....	60.54	.25	87.88	.37
Lafayette Street	360	....	....	10.76	.03	19.55	.05	....	....	....	....	154.36	.43	184.67	.51
Madison	292	....	....	14.40	.05	15.02	.05	....	....	....	....	74.55	.25	103.97	.35
Monmouth Street	452	....	....	16.56	.03	11.40	.02	....	....	....	....	91.77	.20	119.73	.26
Morton Street	655	....	....	37.28	.05	28.23	.04	....	....	11.10	.02	119.65	.18	196.26	.29
Newton Street	533	....	....	26.83	.05	16.75	.03	....	....	....	....	91.58	.14	135.16	.25
Oliver Street	179	....	....	14.62	.08	20.68	.11	....	....	....	....	89.81	.50	125.11	.69
Seventh Avenue	627	....	....	59.68	.09	45.02	.07	4.00	....	.41	....	84.56	.13	193.67	.30
South Street	229	....	....	13.96	.06	9.66	.04	20.18	.09	4.80	.02	74.54	.32	123.14	.53
South Eighth Street	296	....	....	5.30	.02	7.90	.02	....	....	....	....	100.43	.34	113.63	.37
South Tenth Street	302	....	....	15.99	.05	18.22	.06	....	....	3.60	.01	68.98	.22	106.79	.35
Sussex Avenue	305	....	....	16.60	.05	14.70	.04	....	....	....	....	141.99	.46	173.29	.56
Thirteenth Avenue	333	....	....	15.74	.05	15.32	.04	18.80	.06	....	....	121.53	.36	171.39	.51
Warren Street	235	....	....	6.43	.03	8.12	.03	6.24	.02	....	....	92.57	.39	113.36	.48
Washington Street	191	....	....	15.73	.08	5.78	.03	1.95	.01	2.38	.01	83.75	.44	109.59	.57
Waverly Avenue	349	....	....	10.81	.03	12.06	.03	7.56	.02	....	....	80.65	.26	111.08	.32
SPECIAL ACTIVITIES															
Playgrounds	10,509	....	....	....	....	....	....	1,558.03	.15	2,104.25	.20	5,145.99	.49	8,808.27	.84
Lectures	......	....	....	....	....	....	....	....	....	....	....	40.75	....	40.75	....
TOTALS BY CLASSIFICATION															
Normal School	256	356.67	1.39	27.16	.10	85.64	.33	10.40	.04	41.32	.16	....	....	521.19	2.03
High Schools	§2.514	13.636.85	5.43	361.21	.15	1,088.63	.43	2,923.71	1.16	2,274.20	.90	4,788.15	1.90	25,072.75	9.97
Elementary Schools	51,829	36.556.07	.70	6,228.95	.12	13,540.51	.26	3,295.55	.06	5,213.32	.10	7,874.59	.15	72,708.99	1.40
Special Schools	399	143.99	.36	82.99	.21	81.19	.20	137.01	.34	138.36	.34	5,006.42	12.55	5,589.96	14.01
Evening High Schools	2,406	1,441.86	.59	77.87	.03	234.07	.09	....	....	213.91	.09	2,072.62	.86	4,040.33	1.68
Evening Elementary Schools	5.132	897.49	.17	393.83	.07	572.77	.11	....	....	181.51	.03	450.80	.08	2,496.40	.49
Summer Schools	10,927	....	....	562.21	.05	584.17	.05	134.67	.01	31.29	....	2,859.53	.26	4,171.87	.38
Schools for Industries	804	291.59	.36	27.90	.03	40.44	.05	....	....	475.92	.59	1,387.50	1.72	2,223.35	2.77
Special Activities	......	....	....	....	....	....	....	1,558.03	....	2,104.25	....	5,186.74	....	8,849.02	....
Grand Totals		$53,324.52		$7,762.12		$16,227.42		$8,059.37		$10,674.08		$29,626.35		$125,673.86	

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* Cooking, Sewing, Medical Inspection Supplies, etc.

† Average enrollment for one-half year only.

‡ Laboratory Supplies.

§ Net average enrollment.

TABLE SHOWING ANNUAL COST PER PUPIL FOR SALARIES, SUPPLIES, REPAIRS, ETC., BASED ON AVERAGE ENROLLMENT AND ORDINARY EXPENSES AS SHOWN IN TABLE OF EXPENSES.

NAMES OF SCHOOLS	Average enrollment	Salaries	Text books and educational supplies	Miscellaneous supplies	Miscellaneous items	Repairs	Total
DAY SCHOOLS							
Normal and Training—Normal Department..	256	$63.88	$2.03	$1.97	$0.36	$0.26	$68.50
High							
Barringer	1,583	82.35	2.89	4.28	.22	.36	90.10
East Side C. & M. T....	404	122.95	16.81	9.08	.35	.93	150.12
Central C. & M. T.......	1,026	41.84	13.36	4.65	.22	.16	60.23
Elementary							
Abington Avenue.......	837	23.21	1.35	1.18	.09	.26	26.09
Alexander Street.......	709	29.28	1.24	1.35	.09	.34	32.30
Ann Street.............	935	28.04	1.73	1.34	.05	.58	31.74
Avon Avenue...........	1,498	26.03	1.59	1.49	.14	.29	29.54
Belmont Avenue........	1,960	23.02	1.11	1.41	.09	.52	26.15
Bergen Street..........	1,565	27.31	1.53	1.41	.13	.28	30.66
Blum Street............	81	26.33	.60	.75	4.45	....	32.13
Bruce Street............	726	28.01	1.04	1.11	.06	.34	30.56
Burnet Street...........	1,319	28.36	1.27	1.38	.13	.20	31.34
Camden Street.........	1,454	24.32	1.05	.65	.04	.23	26.29
Central Avenue.........	1,138	27.86	1.14	.96	.09	.40	30.45
Charlton Street.........	1,752	25.70	1.24	1.02	.06	.18	28.20
Chestnut Street.........	782	28.93	1.16	.80	.07	.16	31.12
Eighteenth Avenue.....	986	30.45	1.39	1.19	.06	.57	33.66
Elizabeth Avenue.......	237	28.46	1.14	1.32	.05	.70	31.67
Elliott Street............	928	32.05	1.73	1.67	.09	.54	36.08
Fifteenth Avenue.......	1,350	25.96	1.43	1.05	.04	.44	28.92
Fourteenth Avenue.....	1,155	27.91	1.22	1.13	.07	.16	30.49
Franklin	1,467	26.81	1.18	.86	.09	.24	29.18
Hamburg Place.........	1,372	27.82	1.26	1.15	.10	.35	30.68
Hawkins Street.........	634	27.31	.88	1.05	.08	.63	29.95
Hawthorne Avenue.....	979	29.86	1.39	1.73	.16	.42	33.56
Johnson Avenue........	173	28.61	.84	1.59	.06	.16	31.26
Lafayette Street........	1,317	26.39	1.38	1.56	.08	.56	29.97
Lawrence Street........	395	36.97	.86	1.22	.10	.57	39.72
Lincoln	453	29.15	1.64	1.36	.23	.13	32.51
Livingston Street.......	337	24.83	.85	.96	3.21	....	29.85
Madison	1,204	27.08	1.76	1.92	.20	.48	31.44
Miller Street...........	1,011	30.14	1.40	.80	.05	.23	32.62
Monmouth Street.......	1,157	24.24	2.18	.82	.03	.40	27.67
Montgomery	974	22.36	3.19	1.72	.12	.08	27.47
Morton Street..........	1,724	30.10	1.29	1.54	.11	.39	33.43
Newton Street..........	1,711	24.09	1.04	.82	.06	.11	26.12
Normal and Training—Training Department.	172	44.73	.66	4.08	.17	.20	49.84
North Seventh Street..	1,008	28.54	1.32	1.28	.05	.57	31.76
Oliver Street............	1,034	24.57	1.41	.85	.07	.27	27.17
Park Avenue...........	68	44.39	.94	2.84	.04	.24	48.45
Peshine	371	25.81	2.29	2.65	.20	.29	31.24
Ridge	424	29.75	3.16	3.21	.23	.23	36.58
Roseville Avenue.......	466	31.56	1.72	1.15	.07	.28	34.78
Seventh Avenue........	1,762	22.23	1.13	1.21	.06	.26	24.89
Seventh Avenue Annex (State Street).........	61	27.07	4.04	1.40	.27	.98	33.76
South Street............	870	24.26	1.23	1.20	.06	.42	27.17
South Eighth Street....	1,268	30.75	1.35	1.59	.08	.62	34.39
South Market Street...	857	30.50	1.20	.93	.07	.25	32.95
South Tenth Street....	931	31.01	1.44	.87	.05	.37	33.74
Summer Avenue........	660	35.49	1.50	.97	.07	.29	38.32
Summer Place..........	332	32.02	.92	1.96	.09	1.33	36.32
Sussex Avenue..........	899	28.37	1.75	1.01	.06	.95	32.14

TABLE SHOWING ANNUAL COST PER PUPIL, ETC.

(*Continued.*)

NAMES OF SCHOOLS	Average enrollment	Salaries	Text books and educational supplies	Miscellaneous supplies	Miscellaneous items	Repairs	Total
Thirteenth Avenue......	1,739	25.31	1.34	.87	.08	.43	28.03
Thirteenth Ave. Annex (Market Street).......	83	16.42	.19	1.90	.18	.22	18.91
Walnut Street..........	318	33.29	1.48	1.07	.04	.34	36.22
Warren Street..........	754	28.77	1.20	2.26	.20	.54	32.97
Washington Street.....	850	34.38	1.16	.96	.11	.24	36.85
Waverly Avenue........	912	25.22	1.02	.94	.05	.38	27.61
Webster	827	28.86	1.94	2.22	.15	.56	33.73
West Side.............	843	12.20	2.03	1.20	.09	.13	15.65
Boys' Industrial........	126	72.02	8.98	7.91	.11	2.60	91.62
Special							
Academy St. Ungraded	18	107.22	1.33	.41	....	.46	109.42
Ungraded No. 1........	45	85.38	15.47	5.34	.61	8.77	115.57
Ungraded No. 2........	42	87.04	21.23	9.04	.65	5.31	123.27
Burnet Street Defectives	15	65.87	13.54	.15	....	....	79.56
College Place "	46	84.58	8.03	4.05	26.10	....	122.76
Lafayette Street "	28	67.99	13.17	.20	....	....	81.36
South Street "	15	47.87	16.99	.87	....	....	65.73
State Street "	61	31.92	8.39	2.38	....	....	42.69
James Street Deaf.....	34	122.38	8.62	4.44	6.13	.86	142.43
Washington Street Blind	9	152.22	21.29	.56	....	....	174.07
Elizabeth Avenue Open Air.............	35	66.04	44.26	7.13	.13	3.36	120.92
Montgomery Open Air.	23	38.26	4.53	.10	....	....	42.89
Morton Street " "	28	25.16	4.66	.15	....	....	29.97
EVENING SCHOOLS							
High							
Barringer Gymnasium.	60	18.77	....	....	....	....	18.77
Bergen Street..........	416	18.50	1.36	2.20	....	....	22.06
Central	490	20.67	1.50	1.85	....	....	24.02
East Side..............	198	23.39	2.88	2.39	....	....	28.66
Franklin	231	20.65	1.91	2.42	....	....	24.98
Hamburg Place.........	398	17.17	1.62	2.00	....	....	20.79
Morton Street..........	295	18.59	1.89	1.15	....	....	21.63
Thirteenth Avenue.....	378	19.96	1.39	2.03	....	....	23.38
Elementary							
Belmont Avenue........	573	11.58	.50	2.48	....	....	14.56
Bergen Street..........	182	10.40	.21	1.78	....	....	12.39
Burnet Street...........	131	8.91	.92	2.15	....	....	11.98
Central Avenue.........	304	9.36	.56	1.44	....	....	11.36
Eighteenth Avenue......	364	11.83	.38	2.10	....	....	14.31
Franklin	321	9.24	.33	1.09	....	....	10.66
Hamburg Place.........	390	7.61	.43	1.12	....	....	9.16
Lafayette Street........	421	10.80	.38	2.05	....	....	13.23
Morton Street..........	427	11.20	.26	.66	....	....	12.12
Newton Street..........	216	9.93	.33	3.11	....	....	13.37
Seventh Avenue........	294	13.10	.85	3.40	....	....	17.35
South Street...........	157	12.08	.73	3.21	....	....	16.02
South Eighth Street....	208	11.90	.84	3.74	....	....	16.48
South Market Street...	167	11.02	.60	2.46	....	....	14.08
South Tenth Street.....	467	8 87	.60	.97	....	....	10.44
Thirteenth Avenue......	252	11.16	.26	1.48	....	....	12.90
Washington Street.....	258	9.21	.52	1.70	....	....	11.43
Industrial							
Boys' Industrial........	85	14.74	3.89	6.05	....	....	24.68
Fawcett Drawing.......	593	21.91	1.27	3.30	.03	.34	26.85

TABLE SHOWING ANNUAL COST PER PUPIL, ETC.

(*Continued.*)

NAMES OF SCHOOLS	Average enrollment	Salaries	Text books and educational supplies	Miscellaneous supplies	Miscellaneous items	Repairs	Total
SUMMER SCHOOLS							
Avon Avenue	337	2.59	.38	.02	....	....	2.99
Belmont Avenue	629	2.86	.31	.02	....	....	3.19
Bergen Street	373	3.81	.72	.02	....	....	4.55
Bruce Street	202	3.12	.50	.04	....	....	3.66
Burnet Street	273	3.63	.47	.02	....	....	4.12
Camden Street	376	3.01	.47	.01	....	....	3.49
Central Avenue	242	3.51	.41	.05	....	....	3.97
Charlton Street	471	2.67	.25	.01	....	....	2.93
Eighteenth Avenue	324	3.40	.36	.03	....	....	3.79
Fifteenth Avenue	472	2.56	.24	.01	....	....	2.81
Fourteenth Avenue	384	3.14	.37	.01	....	....	3.52
Franklin	468	3.10	.27	.02	....	....	3.39
Hamburg Place	584	2.27	.31	.02	....	....	2.60
Hawkins Street	215	2.80	.39	.02	....	....	3.21
Hawthorne Avenue	239	3.84	.37	.01	....	....	4.22
Lafayette Street	360	2.97	.51	.02	....	....	3.50
Madison	292	3.12	.35	.02	....	....	3.49
Monmouth Street	452	2.73	.26	.02	....	....	3.01
Morton Street	655	2.41	.29	.04	....	....	2.74
Newton Street	533	2.65	.25	.02	....	....	2.92
Oliver Street	179	4.39	.69	.02	....	....	5.10
Seventh Avenue	627	2.76	.30	.02	....	....	3.08
South Street	229	3.26	.53	.03	....	....	3.82
South Eighth Street	296	3.67	.37	.03	....	....	4.07
South Tenth Street	302	3.20	.35	.01	....	....	3.56
Sussex Avenue	305	3.26	.56	.02	....	....	3.84
Thirteenth Avenue	333	3.72	.51	.01	....	....	4.24
Warren Street	235	3.85	.48	.04	....	....	4.37
Washington Street	191	3.81	.57	.01	....	....	4.39
Waverly Avenue	349	3.03	.32	.01	....	....	3.36
SPECIAL ACTIVITIES.							
Playgrounds	10,509	1.29	.84	....	....	....	2.13
Afternoon Recreation Centers	604	1.74	....	....	....	....	1.74

TOTALS BY CLASSIFICATION

Normal School	256	63.88	2.03	1.97	.36	.26	68.50
High Schools	*2,514	88.68	9.97	6.05	.29	.44	105.43
Elementary Schools	51,829	27.18	1.40	1.40	.12	.38	30.48
Evening High Schools	2,406	20.04	1.68	1.97	....	....	23.69
Evening Elem. Schools	5,132	10.46	.49	1.91	....	....	12.86
Summer Schools	10,927	3.05	.38	.02	....	....	3.45
Schools for Industries	804	29.01	2.77	4.32	.04	.66	36.80
Special Schools	399	70.92	14.01	3.49	3.67	2.18	94.27

* Net average enrollment.

TABLE SHOWING ANNUAL COST PER PUPIL FOR THE VARIOUS ITEMS OF EXPENDITURE IN THE SCHOOLS AS A TOTAL BY CLASSIFICATION, TOGETHER WITH A COMPARISON OF SUCH COST WITH THE PRECEDING YEAR.

ACCOUNT	DAY SCHOOLS										EVENING SCHOOLS						Summer Schools	
	Normal		High		Elementary		Industrial		Special		High		Elementary		Industrial			
	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912	1911	1912
Teachers' Salaries	$65.64	$60.02	$67.56	$ 81.41	$24.81	$25.16	$53.89	$68.57	$72.88	$63.86	$24.06	$19.35	$10.90	$10.02	$18.17	$19.95	$3.02	$2.93
Janitors' Salaries	4.56	3.86	4.63	7.28	1.91	2.02	4.37	3.45	7.01	7.06	.74	.69	.47	.44	.91	1.07	.12	.12
Printing	.40	.49	.26	.62	.05	.05	.03	.41	.18	.14	.05	.04	.08	.06	.10	.07	.01	.01
Text Books, etc	3.55	2.03	4.19	9.97	1.43	1.40	3.80	8.98	7.00	14.01	2.00	1.68	.47	.49	.94	1.61	.43	.38
Furniture and General Supplies	.21	.16	.63	1.50	.15	.16	11.31	2.55	1.30	1.64	.....	.02	.02	.01	.12	.41	....	....
Manual Training Supplies	.....	.....	.....	......	.13	.14	.....	.....	......	.....	.....	.....	.....	.....	.....	.....	....	....
Repairs	.27	.20	.18	.26	.19	.28	1.67	2.23	.78	2.03	.....	.....	.....	.....	.05	.25	....	....
Heating Apparatus	.10	.06	.06	.18	.05	.10	.....	.36	.08	.15	.....	.....	.....	.....	.03	.05	....	....
Fuel	.52	.50	1.22	2.60	.64	.70	2.26	1.46	.64	1.55	.51	.59	.56	.55	.26	.53	....	....
Light and Power	.55	.58	1.12	1.17	.17	.25	1.17	3.49	.....	.08	1.31	1.30	1.16	1.27	1.89	2.61	....	....
Water	.32	.25	.23	.16	.15	.10	.10	.....	.09	.08	.03	.02	.03	.02	.04	.02	.02	.01
Miscellaneous Items	.47	.35	.55	.28	.09	.12	.17	.10	6.53	3.67	.....	.....	.....	.....	.....	.03	....	....
Totals	$76.59	$68.50	$80.63	$105.43	$29.77	$30.48	$78.77	$91.60	$96.49	$94.27	$28.70	$23.69	$13.69	$12.86	$22.51	$26.60	$3.60	$3.45

The Fifty-Sixth Annual Report of the City Superintendent of Schools

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To the Honorable the Board of Education of the City of Newark, N. J.

GENTLEMEN :—I have the honor, as well as the pleasure, to submit herewith my twelfth annual report of the school system of the city of Newark, the same being for the school year ending June 30, 1912.

It has been the practice heretofore for the City Superintendent to submit his report in the month of October each year, thereby enabling him to make use of certain important data that cannot be ascertained until after the schools have been opened in the fall. Particularly with reference to overcrowding and building needs based thereon, the conspectus of the situation taken in the fall after the opening of schools is much more illuminating as well as more reliable than that taken in midsummer. So rapidly do our needs for additional accommodations develop that every year between the closing of the schools in June and the reopening in September many surprises are wont to develop. Although this report on its face covers only the twelve months ending June 30, 1912, the date of the closing of the official school year, it will be possible to include, as heretofore, facts relating to summer schools and playgrounds for the current year, and discussion thereon.

The chief advantage to be derived from having the annual report prepared during the summer months so as to be ready for presentation to the Board at its August meeting, will be its possibly earlier publication and distribution.

MAIN PURPOSE OF SCHOOL REPORT

The main purpose or object of an annual school report should be to acquaint those who maintain the schools with what is being done to carry out the will of the people. It is the will of the people that the schools should be honestly and efficiently managed by those in charge. Few people visit the schools, and few know except in the most general way whether the schools are, or are not, efficiently conducted. Public opinion is based largely on what is said of the schools by individual patrons who often speak without full knowledge of the facts, and by what is published in the daily and weekly newspapers. The latter, that is, the newspapers, are the chief agency in keeping the public in touch with their schools. Newark is particularly fortunate in this respect, in that its leading newspapers are always willing to give a great deal of space and attention to school matters at all times of the year.

WHAT FACTS SHOULD BE RECORDED IN AN ANNUAL SCHOOL REPORT

Obviously all those facts should be recorded which are necessary to enable the people to determine the honesty and efficiency of their representatives, agents, and employees, as well as the general excellence of the results obtained. Such facts will certainly include the following heads: (*a*) enrollment, (*b*) attendance, (*c*) distribution, (*d*) cost.

In order to determine whether the enrollment of pupils is normal, facts concerning population are needed. To determine, furthermore, whether the attendance of pupils is reasonably satisfactory, comparative data showing the attendance of other years, and perhaps of other cities, must be supplied. The distribution of pupils among the several schools, grades, and classes is a matter of great importance involving as it does so many factors of efficiency, or of inefficiency. The problem of retardation which means the necessity of doing the work over again at additional cost is here brought to light, as well as other matters profoundly affecting the right of a school system to be classed as efficient.

The constantly increasing cost of maintaining the schools at a reasonable degree of efficiency, is one of the prime facts to be set forth in an annual report to the taxpayers. The American people are devoted almost passionately to the support of the public schools; they are willing—indeed, more than willing—to pay liberally for their maintenance; but they do not approve and will not tolerate any money being wasted through dishonesty or incompetency in their management. It is, therefore, not only proper but highly important that the annual report of a board of education should go into minute and careful details in exhibiting the actual cost of every important item of school expenditure. There is no doubt that the "efficiency" engineer has a great field for his activity in analyzing and classifying school expenditures with a view to finding out if any can be safely and economically eliminated.

Doubtless a school report, to satisfy the needs of a community, must discuss to a greater or less extent the aims and methods of school teaching and of school administration. Only in the light of such knowledge, in fact, will it be possible to interpret accurately the other data to which allusion has been made, namely, enrollment, attendance, distribution, and cost. To what extent such topics as educational aims, courses of study, methods of teaching, school management, etc., professional topics so-called, should be discussed in an annual school report will vary according to the needs of communities and their interest in such matters. There are always, however, in every community a few who evince a lively interest in the *raison d'être* of school affairs, who will read with eager interest and rare appreciation everything that throws any light upon the aims and work of the schools. Possibly, therefore, it will always be found worth while to give as much space as practicable to the discussion of the aims, purposes, and methods that characterize the professional work of the teacher and that mark education as a science. Other matters of a scientific or quasi-scientific nature of much less importance to the public than education, as for instance, alleged discoveries in medicine and therapeutics, regularly find a place in the best newspapers of the country, proving that readers in large numbers find a perennial interest in them.

In accordance with the foregoing views, I shall follow the lines pursued in previous reports and first present for your consideration data concerning population and enrollment.

ENROLLMENT AND ATTENDANCE

COMPARISON OF POPULATION WITH SCHOOL ENROLLMENT

Year	Census	Population	School enrollment	Per cent.
1880	U. S.	136,400	18,458	13.5
1885	State	152,998	22,259	14.5
1890	U. S.	181,130	25,137	13.8
1895	State	215,807	29,767	13.8
1900	U. S.	246,070	34,761	14.1
1905	State	283,289	46,960	16.5
1910	U. S.	347,469	57,742	16.6
1911	Estimated	361,060	59,936	16.6
1912	"	379,000	63,024	16.6

It is an interesting fact that the city of Newark, although ranking *fourteenth* in population, according to the U. S. census of 1910, should rank *eleventh* in day school enrollment, as indicated by the last available printed statistics of school enrollment in the several cities of the United States. It may be that statistics for the present year, 1912, (not now available) may alter this rank, but it is scarcely probable. No adequate explanation of Newark's phenomenal school enrollment occurs to me. A superficial study of the problem suggests, however, several contributing causes, as, (*a*) large kindergarten enrollment, (*b*) active and efficient compulsory education department, (*c*) efficient medical inspection, (*d*) efficient school management, and (*e*) popular appreciation of the benefits of an education. It is not unlikely, however, that the main reason is the fact that our people believe thoroughly in sending their children to school; and have formed the habit of seeing that they get there, and stay there. It is true that our schools have the respect and confidence of the people to a somewhat remarkable degree. It should perhaps be noted, also, as having a direct bearing on this question that the parochial schools of Newark are both numerous and well attended, enrolling approximately one-fifth to one-quarter as many pupils as do the public schools, which, also, goes to prove that the people of Newark are a school loving people. The effect in the long run of what I may term appropriately the school-going habit upon a population such as ours, consisting largely of children of foreigners, cannot be overestimated. It means that Newark is laying for herself the foundations of an intelligent and patriotic citizenship that will reveal its potency for good in the years to come.

In my annual report for 1910 a comparison was made of population and enrollment in other large cities, showing that only one other city of the largest twenty, namely, Boston, had a day school enrollment exceeding sixteen per cent. of its population. Several cities had less than eleven per cent. of their population enrolled in their public schools, that is to say, only about two-thirds as many proportionately as are enrolled in Newark. To educate only two-thirds of our children of school age would mean a present financial saving to the city; but the loss in the end would be great and irreparable.

The following table gives in a compact form for study and comparison the total enrollment, average enrollment, and average attendance of pupils for the last five years:

TOTAL ENROLLMENT, AVERAGE ENROLLMENT, AND AVERAGE ATTENDANCE FOR THE LAST FIVE YEARS

Year	Total enrollment	Average enrollment	Average attendance
1908	53,880	43,417	40,523
1909	55,947	45,449	42,647
1910	57,742	50,058	44,179
1911	59,936	52,080	46,563
1912	63,024	54,649	49,219

A mere glance at the foregoing table will show, first of all, that the increase from year to year has been uniform and progressive. The exceptionally large increase in average enrollment for the year 1910 is due to the fact that in that year the method of determining average enrollment was changed by the State.

The following table shows the same facts by calling attention merely to annual increases:

ANNUAL INCREASE IN ENROLLMENT AND IN ATTENDANCE FOR THE LAST FIVE YEARS

Year	Total enrollment	Average enrollment	Average attendance
1908	2,194	1,977	1,961
1909	2,067	2,032	2,124
1910	1,795	*4,609	1,532
1911	2,194	2,022	2,384
1912	3,088	2,569	2,656

*See explanation above.

It will be seen from the foregoing that the increase in total enrollment for the last five years has averaged 2,267; and in average attendance 2,131. It will be interesting and profitable to learn in what schools and in what grades the increase has been greatest. To that end the following table has been prepared:

SCHOOLS AND GRADES SHOWING INCREASED ENROLLMENT DURING THE YEAR 1911-1912

Year	Normal school	High schools	Grammar grades	Primary grades	Kindergarten
1912	310	3,269	17,104	33,780	9,295
1911	266	2,922	15,450	33,234	8,751
Increase ...	44	347	1,654	546	544

From the above table, it will be seen that the greatest relative increase in enrollment has been in the Normal School, to wit, an increase of 44 pupils, or 16.5 per cent. Considering the cramped and unsatisfactory quarters in which the Normal School is at present housed, and the consequent difficulties under which it is administered, this growth in enrollment is extremely gratifying. There are, however, special reasons for this increase which will be discussed under the head of *Normal School.*

The increase in high school enrollment of 347, or 11.8 per cent, is to be attributed chiefly to two causes:

1st. The opening during the year of one new high school, namely, the Central Commercial and Manual Training high school, on February 1, 1912.

2nd. The raising of the grade of several elementary schools to that of full grammar schools, thereby largely increasing the number of grammar school graduates.

The opening next year of still another high school—the South Side high school, now in process of construction—and a probable increase in number of full grammar schools, will be likely to accelerate still more the present rapid growth of high school enrollment. As compared with that of most other cities our high school enrollment is still quite low, owing chiefly to lack of adequate accommodations for many years past. It will take probably five years at least at our present rate of increase to catch up with other cities that anticipated us by a decade or more in providing ample high school accommodations for all their pupils. That we shall eventually catch up there can be scarcely a doubt. Newark has in the past always responded to whatever educational provisions have been made of any kind, to wit, for kindergartens, evening schools, summer schools, playgrounds, etc., in such a manner as to warrant the belief that in high school enrollment we shall some time find ourselves among the foremost.

In grammar grades the increase in enrollment during the past year or two has also been large, unprecedentedly large, owing chiefly to the policy recently entered upon, as stated above, of raising the grade of several of our largest elementary schools to that of full grammar school. Thus, the following schools have only recently become full grammar schools:

	Enrollment	Graduates 1912
Charlton Street........	2,088	76
Fifteenth Avenue.......	1,852	26
Madison	1,439	60
Seventh Avenue........	2,068	53
Sussex Avenue.........	1,034	39

There are three other large elementary schools that are fully able to keep their pupils until they graduate; they are not able to do so at present owing to lack of class rooms. These schools are:

Camden	Street	enrolling	1,739	pupils
Monmouth	"	"	1,335	"
Ann	"	"	1,088	"

Experience has proved that in case pupils above the fifth grade are transferred from one school to another to complete their elementary course, they are not so likely to remain and graduate as when they stay in the school first entered—the home school, so to speak. A great many parents entertain the notion that when a child has completed the local elementary school he has received education enough. As soon, therefore, as the child has reached the age when he may legally leave school to go to work he is taken out of school altogether. In general, it may be said that the more full grammar schools we have the greater will be the number of pupils graduated and sent to the high schools.

It will be observed that the enrollment in primary grades has increased but very little during the past year. This is to be accounted for by the fact that a somewhat larger number than usual have been promoted out of the primary grades into the grammar grades.

It is a remarkable fact that the kindergarten enrollment has not increased during the past few years in the same ratio as the enrollment in either the primary or the grammar grades. I attribute this to the policy adopted of not making any unusual effort to increase the enrollment of children of kindergarten age by visiting homes, soliciting parents to send their children, etc. In general, no effort has been made to "boom" the kindergarten. Our kindergarten enrollment for many years has been third in size among cities of the United States, ranking next to that of Chicago, and more than half of that of the whole state of Massachusetts including Boston. To maintain this enormous kindergarten establishment is costly; indeed too costly, if maintained at the expense of the primary grades and resulting half-day classes. Under the New Jersey school law pupils are admitted into kindergartens at four years of age; hence, if an effort were made to get *all* the four-year-olds into our kindergartens we should be stalled at the very outset in providing adequate accommodations for pupils of the primary grades. It has been our policy to promote out of the kindergarten all normal children at the age of six, and sometimes earlier in the case of those who seem to be mature enough to undertake the more serious task of learning to read.

For the purpose of showing where the school population is increasing most rapidly and where additional accommodations will likely be needed in the near future, I submit below a table showing the increase, or decrease, in enrollment in the several schools of the city on the last day of the school year, June 30, 1912, also the number of and the enrollment in half-day classes.

ENROLLMENT IN THE SEVERAL SCHOOLS AT THE CLOSE OF THE YEAR JUNE 30, 1912, COMPARED WITH SIMILAR ENROLLMENT FOR THE PRECEDING YEAR, AND INCLUDING HALF-DAY CLASSES

SCHOOL	1911	1912	Increase	Decrease	Half Day Classes	
					Number	Enrollment
Normal	203	257	54	.....	.....	......
Barringer High	*1,867	1,215	.....	652	.....	......
Central C. & M. T. High	......	911	911	.....	.....	......
East Side C. & M. T. High	285	355	70	.....	.....	......
Abington Avenue	762	872	110	.....	8	303
Alexander Street	715	692	.....	23	.....	......
Ann Street	905	893	.....	12	.....	......
Avon Avenue	1,371	1,516	145	.....	.....	......
Belmont Avenue	1,988	1,936	.....	52	.....	......
Bergen Street	1,648	1,354	.....	294	.....	......
Blum Street (annex)	80	77	.....	3	.....	......
Bruce Street	702	705	3	.....	.....	......
Burnet Street	1,439	1,305	.....	134	.....	......
Camden Street	1,376	1,382	6	.....	6	237
Central Avenue	1,141	1,110	.....	31	.....	......
Charlton Street	2,034	1,729	.....	305	4	173
Chestnut Street	731	764	33	.....	.....	......
Eighteenth Avenue	1,116	1,012	.....	104	.....	......
Elizabeth Avenue	223	228	5	.....	.....	......
Elliot Street	1,085	921	.....	164	.....	......
Fifteenth Avenue	1,471	1,115	.....	356	.....	......
Fourteenth Avenue	1,091	1,110	19	.....	.....	......
Franklin	1,481	1,452	.....	29	.....	......
Hamburg Place	1,325	1,350	25	.....	.....	......
Hawkins Street	585	603	18	.....	.....	......
Hawthorne Avenue	959	954	.....	5	.....	......
Johnson Avenue (annex)	155	164	9	.....	.....	......
Lafayette Street	1,220	1,370	150	.....	.....	......
Lawrence Street	416	391	.....	25	.....	......
Lincoln	349	450	101	.....	.....	......
Livingston Street (annex)	413	324	.....	89	.....	......
Madison	1,104	1,161	57	.....	.....	......
Market Street (annex)	......	79	79	.....	.....	......
Miller Street	975	987	12	.....	4	167
Monmouth Street	1,214	1,161	.....	53	4	167
Montgomery	......	971	971	.....	.....	......
Morton Street	1,809	1,681	.....	128	.....	......
Newton Street	1,670	1,697	27	.....	4	173
Normal (Practice Dept.)	212	162	.....	50	.....	......
North Seventh Street	957	988	31	.....	4	180
Oliver Street	978	1,034	56	.....	4	180
Park Avenue (annex)	64	69	5	.....	.....	......
Peshine	164	539	375	.....	.....	......
Ridge	167	376	209	.....	.....	......
Roseville Avenue	448	455	7	.....	.....	......
Seventh Avenue	1,829	1,832	3	.....	.....	......
South Street	841	867	26	.....	.....	......
South Eighth Street	1,214	1,191	.....	23	.....	......
South Market Street	856	832	.....	24	.....	......
South Tenth Street	919	954	35	.....	.....	......
State Street (annex)	......	55	55	.....	.....	......
Summer Avenue	629	593	.....	36	.....	......
Summer Place (annex)	335	326	.....	9	.....	......
Sussex Avenue	850	924	74	.....	.....	......
Thirteenth Avenue	1,735	1,732	.....	3	.....	......
Walnut Street	307	308	1	.....	.....	......
Warren Street	682	728	46	.....	.....	......
Washington Street	856	816	.....	40	.....	......

SCHOOL	1911	1912	Increase	Decrease	Half Day Classes	
					Number	Enrollment
Waverly Avenue	883	902	19			
Webster	336	846	510			
West Side		864	864			
Boys' Industrial	82	118	36			
Ungraded No. 1	18	44	26			
Ungraded No. 2	41	43	2			
Ungraded—Academy Street	21	20		1		
Defective—Burnet Street		15	15			
Defective—College Place	46	46				
Defective—Lafayette Street	15	31	16			
Defective—South Street		15	15			
Defective—State Street	†15	59	44			
Deaf—James Street	‡21	39	18			
Blind—Washington Street	6	9	3			
Tubercular—Elizabeth Avenue	28	45	17			
Open Air—Montgomery		26	26			
Open Air—Morton Street		28	28			
Total	51,463	54,185	5,367	2,645	38	1,580
Net increase in total school enrollment			2,722			
Decrease in number half day classes						18
Decrease in enrollment half day classes						810

(*) Including annexes.
(†) Figures for Seventh Ave. Defective, 1911.
(‡) Figures for Chestnut St. Deaf, 1911.

The most important facts to be ascertained by an inspection of the foregoing table are that there has been a net increase of 2,722 pupils as compared with the corresponding enrollment of the same date a year ago; and, furthermore, that despite this enormous increase in enrollment there are 18 fewer half-day classes than a year ago attended by 810 fewer pupils. These facts go to show that the Board has been fairly accurate in its anticipation of the continued growth of the school system and reasonably alert in providing for the same.

EXPLANATION OF CHANGES IN ENROLLMENT

The decrease of 652 pupils in the enrollment of the Barringer high school is due to the opening of the new Central C. & M. T. high school February 1, 1912. The 1,215 pupils on roll June 30, 1912, augmented by the 400 or more likely to seek enrollment when the fall term begins in September, will be likely to crowd the Barringer high school as in previous years before the two new high schools were opened. Unless relief is soon had by the completion of the South Side high school we shall face perhaps a return to the old condition of hired annexes.

The 911 pupils on roll June 30 in the Central C. & M. T. high school, augmented by the not less than 400 likely to enroll at this high school in the fall, will create a condition of overcrowding that will greatly embarrass the work of the school unless in some way relieved either by completing the fourth story, or otherwise. The new requirement that teachers shall teach five periods daily instead of four, will add twenty-five per cent. to the teaching capacity of the school.

The East Side C. & M. T. high school will probably receive from the grammar schools new pupils to the number, say, of 150; these added to the 355 already on roll will closely approximate the maximum capacity of the school.

From the foregoing statement of what is likely to be the case when the schools open in the fall, it is obvious that there should be no delay in pushing the erection of the new South Side high school to a speedy completion.

The Abington Avenue school shows an increased enrollment of 110 pupils. This number will be greatly augmented when the school opens in the fall. The erection of the addition to this building, which is already under way, should be pushed with due speed. It will be fully occupied almost the day it is completed, and will leave intact my recommendation of last year that a new site should be purchased and a building erected somewhere between the Abington Avenue and the North Seventh Street schools. This should be the next step in supplying the needs of this rapidly growing district. Until the addition to the Abington Avenue school is ready for occupancy it will be necessary to enroll a good part of the school in half-day classes. There are now 8 half-day classes enrolling 303 pupils. No other course seems to be open since there are no nearby schools capable of receiving the overflow.

The decrease of 23 pupils in the enrollment at the Alexander Street school is due to the new class opened in the Lincoln school.

The increase of 145 pupils at the Avon Avenue school is not serious, since this number can be provided for at present; any further increase will be taken care of by the new Cleveland school to be opened, it is hoped, by February 1, 1913.

The decrease of 294 pupils in the Bergen Street school is due to the opening during the year of the new Peshine school with an enrollment of 539 pupils.

It was thought probable at one time that the Blum Street annex of two rooms could be discontinued when the West Side school was opened. On the contrary, the West Side school was immediately filled by pupils residing in the district, making it impossible to afford any relief to Blum Street annex or to South Tenth Street school.

The decrease of 134 pupils in the Burnet Street school does not indicate any permanent reduction of pupils in this locality. It was brought about by restoring the State Street building to its former use as an elementary school when it ceased, February 1, 1912, to be needed as an annex to the Barringer high school. The State Street school is now an annex of the Seventh Avenue school.

The Camden Street school has six half-day classes enrolling 237 pupils. The only relief in sight for this school is the completion of the Cleveland school. It is doubtful whether much relief will come from this source, inasmuch as the district line south is already close to the Camden Street school. A new site and building in the near vicinity seems to be the only permanent relief from a situation that is yearly becoming more onerous.

Although the Charlton Street school was relieved in some measure by the opening of the Montgomery school, it has still been found necessary to maintain four half-day classes enrolling 173 pupils. The enlargement of this school plant seems to be a necessity.

The decrease of 104 pupils in the Eighteenth Avenue school was made possible by the opening of the Montgomery school.

The Elliot Street school suffered a decrease of 164 pupils by reason of the opening of the new Ridge school. This district is growing so rapidly at the present time that the Elliot Street school will soon be filled to overflowing.

The decrease of 356 pupils in the formerly overcrowded Fifteenth Avenue school is due to the opening of the West Side school. This school will be filled in a short time, and, hence, an addition to the present building should be considered.

The Lafayette Street school shows a gain in enrollment of 150 pupils. It will not be long before relief here will be sorely needed.

The Lincoln school shows an enrollment of 450, a gain of 101 pupils. It has a seating capacity of 520, so that it will likely require another year to fill the school to its maximum.

The Livingston Street school occupies a rented building. This building is a makeshift and should be abandoned at the earliest opportunity.

The Miller Street school has four half-day classes enrolling 167 pupils. An enlargement of the school building is now under way.

The Monmouth Street school, also, has four half-day classes. This school should be made a full grammar school, but to do so would mean the formation of additional half-day classes.

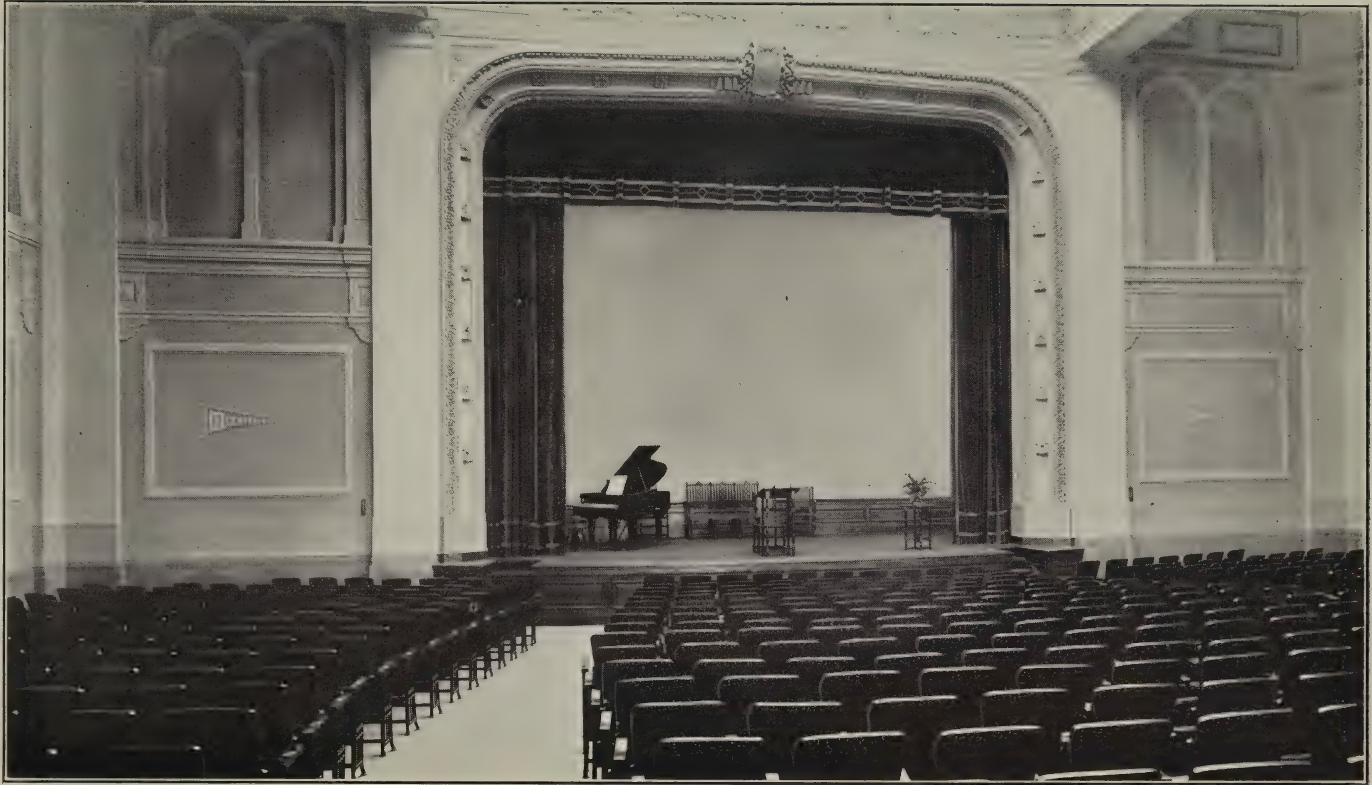
The Morton Street school shows a decreased enrollment of 128 pupils, due to the opening of the Montgomery school.

The North Seventh Street school has four half-day classes enrolling 180 pupils. The conditions here are likely to become still more congested unless an addition to this school building or the erection of a new one in the vicinity is at once decided upon.

The Oliver Street school has four half-day classes enrolling 180 pupils. There seems to be no relief for this condition except by enlarging the present building or by the erection of a new building in the vicinity.

The Peshine school occupies a new building which was filled almost immediately after its being opened.

The Ridge school occupies a new building of fifteen class rooms opened a year ago. It has a seating capacity for 640 pupils and is only about two-thirds full.



ASSEMBLY ROOM, CENTRAL C. & M. T. HIGH SCHOOL

The Sussex Avenue school shows an increase of 74 pupils. An addition to this school needs to be made at once.

The Webster school shows an increae of 510 pupils. This school when opened last September afforded some relief to Seventh Avenue school and to Franklin school. It has a seating capacity of 1,080 and, hence, quite a margin of safety remains.

The West Side school is a new one having a seating capacity of 852 pupils. The building was full almost from the day of its opening.

The Boys' Industrial school shows a gain of 36 pupils. It is now filled to its full capacity and has a considerable waiting list. A new and larger building is needed.

The opening of the additional special classes authorized by the Board has been delayed owing to lack of suitable quarters.

It is evident from the foregoing that the problem of housing the school children in a rapidly growing city such as Newark, is a perennial one which is not likely to be solved in the near future except by largely increased appropriations for new buildings and unflagging industry on the part of the Board.

ELEMENTARY SCHOOLS

The great burden of education falls in the main, as it should, upon the shoulders of teachers in the elmentary schools, since it is in these schools that upwards of ninety per cent.—to be exact, 94.3 per cent.—of all our pupils are found. To carry this burden, there are employed in the elementary schools at the present time, including principals and clerks, who hold teachers' licenses, a corps of 1,404 duly qualified persons.

To fill vacancies as they constantly occur in this large corps of teachers, to see that all conditions are right for their best effort, to establish a proper *esprit de corps,* and, above all, to pay salaries that shall result in a reasonable degree of contentment and happiness, are among the first as well as the most important duties of the Board of Education.

I desire it to be noted particularly that the teachers of Newark are not a fault-finding body. They have supported the Board of Education and its executive officers with a degree of earnestness and of cordiality that has made the performance of official duties a satisfaction and delight. In return the Board has rarely, if ever, been unreasonable in its demands, has always had an open ear for complaints of any kind, and, in general, has sought to make teachers and principals feel that their profession is second to no other in importance, and that it should carry with it the respect and consideration of the community at large. As a result of this admirable official attitude toward teachers and teaching, I doubt whether there is any other large city in the country in which teachers as a class are more generally honored and respected, or in which the general feeling of teachers toward one another is more cordial and gratifying. I have made this allusion to the *esprit cordial* of the system because I believe that to it more than to any other factor we are indebted for whatever superiority our schools possess.

SALARIES OF TEACHERS SHOULD BE RAISED

It is owing to the confidence of teachers in the justice and wisdom of the Board that there has been little or no effective agitation during the last few years for an increase in salaries. True, requests have been made in a few instances for a change in schedules; but on being told that the Board felt the claims for increases to be reasonable and that they would be met as soon as an opportunity was afforded, teachers have agreeably acquiesced and consented to wait upon the Board's initiative. In my judgment, the time has come when the Board is in duty bound to take cognizance of this matter and to revise the present salary schedules of principals and teachers.

I need not, I am sure, go into any detailed arguments to support this proposition. The great increase during the last few years in the cost of living is admitted by everybody. This increase has borne down heavily upon all salaried employees, and particularly upon teachers. Schedules adopted several years ago, when the cost of living was scarcely three-fourths of what it is now, are clearly inequitable and should be readjusted to meet present requirements.

Nor must the fact be lost sight of that New York City has recently adopted "equal pay" schedules, whereby the maximum salary for women in the elementary grades will hereafter be $1,500. Can it fairly be expected that the women teachers of Newark will long be contented with a maximum of $1,100? Teachers in New York City will hereafter start with a minimum salary of $720 while our minimum is $580. It cannot be urged that the necessary cost of living is higher in New York than in Newark. Experience proves the contrary. Board in New York City is said to be quite as cheap as in Newark by all teachers who have had experience in both cities. The statement has been made that we need not fear New York City competition, because the majority of our teachers have homes in Newark and can better afford to teach in Newark at a relatively low figure. There are, however, hundreds of our teachers who are supporting, or helping to support, families; and others whose homes are not in Newark and who will not be likely to stay here to their permanent disadvantage and loss. But I submit that it is unfair to take advantage of the fact that because a teacher's home is in Newark she should be denied the right of making an independent living, and her support, in part, at least, be forced upon her parents. That the Board feels the gravity of the present situation and will upon its own initiative take up the matter of schedule revision during the present year is generally expected by teachers.

COURSE OF STUDY NEEDS TO BE REVISED

The best and most experienced teachers scarcely need a course of study to direct their energies in right channels; a mere outline, with an occasional suggestion, is all that is necessary. Teachers with little or no experience must depend upon it largely.

It is now several years since our present course of study has gone through any considerable revision of a radical nature, if we except the changes recently made in the eighth grade with a view to meeting the requirements of the state examinations. Great freedom has always been allowed teachers and principals in interpreting and adapting the course of study to what they conceived to be their local, or exceptional needs. Hence, although there have been few changes in the text of the course, our practice has been subject to more or less frequent modification. It is my judgment that the time has arrived when it may be well to remodel our elementary course in a few important particulars.

The main principles to guide this remodelling of the course of study, briefly stated, are these:

First, to eliminate non-essentials of every kind in subjects and topics and subordinate data.

Second, to correlate subjects somewhat more with reference to the time that can properly be allotted to each, taking care, however, to preserve their logical as well as pedagogical relations.

Third, to indicate more clearly than heretofore, either in the course of study itself, or in a special syllabus to accompany it, the relative importance of subject matter, where selection is left to the individual principal or teacher.

WASTE OF TIME DUE TO TEACHING NON-ESSENTIALS

The conviction is widespread and is becoming stronger every year that too much time is being wasted in teaching subject matter of little value except it be for purely formal training. Herein lies the great danger in establishing any system of uniform tests, or examinations, made by school authorities, whether city or state. The teacher, always anxious that his class should be equal to any emergency, permits himself to teach a multitude of facts of minor importance, facts that his native good sense would otherwise omit. It was through fear of reducing the instruction in the schools to the mere preparation for a formal, stated stock-taking of dry facts that the superintendents of the state opposed, as they did last winter, legislation looking toward a uniform state examination for admission to high schools. It would be far better, it seems to me, that *some* schools in the state should fall short of performing their full duty to the children, than that *all* schools should be put into an intellectual straight jacket and thereby lose their initiative and freedom by being forced to narrow their aims to that of meeting the specific requirements of a uniform state examination. Good results obtained from a written examination can in no case be conclusive proof that a school system is doing the best it can for the children. Education is a spiritual process, and its results are to be witnessed more in the life, character, and aims of its pupils than in the quantitative measurement of the intellectual facts committed to memory. It may be gratifying, for instance, to know that nearly 100 per cent. of all pupils enrolled in the highest, or 8A, grade of our grammar schools were able to pass successfully an examination set by the state school authorities for admission to high schools; but the narrowing effect on the school curriculum and the debilitating influence on the schools of stated uniform examinations, are consequences that cannot safely be ignored.

STATE SYLLABUS ON THE TEACHING OF SPELLING

A note of progress has been sounded by the State Commissioner of Education who has recently prepared and distributed a syllabus upon the teaching of spelling, which is both timely and valuable. I sincerely hope that the cordial appreciation with which this contribution by the state department has been received will lead the Commissioner to follow it up by similar syllabi of the same high order of merit upon the teaching of arithmetic, history, geography, and other subjects of the elementary school curriculum.

EFFICIENCY OF SUPERVISING CORPS

Next to the teaching corps in order of importance as a factor in building up a strong and efficient school system is its corps of superintendents, supervisors, and special teachers. The supervising corps of Newark, taken as a whole, is exceptionally strong. Most of them were chosen with great care and deliberation, and only after their qualifications had been fully inquired into and duly tested. Some were chosen by competitive examination.

As in the case of teachers, the spirit of co-operation is the dominant characteristic. Leadership rather than dictatorship has been the ideal upon which official as well as professional relations have been based. The visit of the supervisor is no longer feared by teachers as in the earlier days—a decade or so ago—when the system of class room inspection was first established. Now, in most instances, inspection by the supervisor is looked upon with favor, if not actually solicited, as in the case of a friend's visit, or that of a would-be helper. Supervisors also act upon the assumption that it is not their chief duty to acquaint teachers with their shortcomings but to take hold themselves and assist in getting good work done by pupils. This friendly co-operative relation has been brought about through years of mutual effort to improve the schools and is worthy of special commendation.

PROMOTIONS IN ELEMENTARY SCHOOLS

I am returning to this subject because for the last four or five years it has been the uppermost one, perhaps, in the minds of teachers, principals, and school officers, not only in our own system, but throughout the school systems of the whole country.

For many years, acting under a common impulse, we had all gone on striving to raise the general standard of proficiency, paying very little attention to the quantitative side of our work, that is to say, to the relative number of pupils who were brought up to the high standards that we had set. It was a rude shock, therefore, when the "efficiency" engineer came along and raised the question as to whether the schools were not holding back a great many pupils from getting what they had a right to expect—a chance to be promoted into the higher grades. To raise standards for promotion to a point where large numbers of pupils would be debarred from making any further progress might turn out, after all, to be an unwarranted evil. Hence, for the last three or four years we have been passing through a period of careful and deliberate stock-taking on the part of teachers, principals, and school officers. To let down educational standards has been universally objected to on the ground that we ought to keep up, if possible, to the present high level. Hence, to promote five to ten per cent. more pupils than we had been accustomed to, while maintaining the present standard of proficiency, has been the paramount problem with us as with every one else.

It is admitted that we attempt still to do a great many things that are not in the opinion of many worth while. It will take years of time and a new generation of teachers to obliterate altogether the preconceptions, misconceptions, prejudices, traditions, and false estimates put upon certain studies and scraps of knowledge, that almost universally we are still attempting to teach. Consider the opposition encountered by those eminent scholars who are attempting to reform English spelling—bad as it is! Witness the slow progress made! It will then be possible to judge more temperately, not to say sympathetically, the state of mind of the would-be school reformer who sets out to change the teaching in arithmetic, language, history, and geography in the elementary schools.

It is said that the most difficult thing in the world to change is a religious creed. I am disposed to believe that it is still more difficult to change our educational creed, and appeal to the history of education from the time of Socrates and Plato, down to the present, to support the thesis.

I have allowed myself the foregoing digression for the purpose of showing that the percentage of promotions in a large school system is not like a mercurial barometer, subject to great and frequent fluctuations. There are to be found in almost every large school system certain fixed traditions such, for instance, as this, that for the good of the schools, twenty per cent. on the average, of all pupils should not be promoted, or that fifteen per cent. of pupils should not be promoted, the number doesn't much matter; it is the fact I wish to emphasize, namely, that the ratio of promotion is often due to a well established tradition that a considerable part of a class should be kept back any way.

To eradicate these misconceptions, and without lowering the educational standards to raise the percentage of promotions from eighty per cent. to ninety per cent., or higher, is a great and worthy undertaking. I am glad to say that we are making progress, as the following data will show:

Promotion of Pupils in Elementary Schools for the Term Ending January 31, 1912

Grade	During term until final promotion					At final promotion			
	Whole number enrolled	Number promoted	Number demoted	Number transferred to other classes	Number left school	On roll day of promotion	Number promoted	Number not promoted	Per cent. promoted
8A	1,116	....	8	8	41	1,059	986	73	93.1
8B	1,458	4	2	21	59	1,372	1,241	131	90.4
7A	1,495	16	7	44	95	1,333	1,178	155	88.3
7B	1,902	15	17	50	155	1,665	1,464	201	87.9
6A	2,179	12	12	77	147	1,931	1,643	288	85.0
6B	2,832	44	28	117	177	2,466	2,110	356	85.5
5A	2,656	52	35	89	195	2,285	1,987	298	86.9
5B	3,505	21	40	219	235	2,990	2,563	427	85.7
4A	3,545	25	46	258	215	3,001	2,587	414	86.2
4B	4,054	28	43	298	280	3,405	2,907	498	85.3
3A	3,831	53	31	262	270	3,215	2,817	398	87.6
3B	4,584	52	62	313	277	3,880	3,284	596	84.6
2A	4,226	66	69	311	306	3,474	2,965	509	85.3
2B	5,013	52	120	341	363	4,137	3,452	685	83.4
1A	4,512	59	54	333	306	3,760	3,124	636	83.0
1B	6,635	90	37	511	588	5,409	3,981	1,428	73.5
Total ..	53,543	589	611	3,252	3,709	45,382	38,289	7,093	84.3
*Kind'n	7,540	52	1	340	825	6,322	2,207	4,115	34.9

* Kindergarten course two years; hence, promotion percentage, to be equalized, should be doubled, that is, 69.8.

Promotion of Pupils in Elementary Schools for the Term Ending June 30, 1912

Grade	During term until final promotion					At final promotion			
	Whole number enrolled	Number promoted	Number demoted	Number transferred to other classes	Number left school	On roll day of promotion	Number promoted	Number not promoted	Per cent. promoted
8A	1,352	....	1	9	31	1,311	1,266	45	96.5
8B	1,340	3	2	25	80	1,230	1,112	118	90.4
7A	1,698	18	16	39	111	1,514	1,358	156	89.6
7B	2,023	19	15	62	145	1,782	1,573	209	88.2
6A	2,532	10	17	131	196	2,178	1,914	264	87.9
6B	2,619	37	23	86	214	2,259	1,985	274	87.8
5A	3,235	56	20	170	204	2,785	2,495	290	89.5
5B	3,328	50	33	203	230	2,812	2,461	351	87.5
4A	3,760	60	40	182	264	3,214	2,840	374	88.3
4B	3,809	27	23	263	283	3,213	2,791	422	86.8
3A	4,214	69	29	218	305	3,593	3,192	401	88.8
3B	4,144	60	43	255	290	3,496	3,084	412	88.2
2A	4,540	48	54	331	285	3,822	3,327	495	87.0
2B	4,541	59	68	317	367	3,730	3,198	532	85.7
1A	5,295	46	103	391	421	4,334	3,747	587	86.4
1B	5,028	34	21	432	524	4,017	2,995	1,022	74.5
Total ..	53,458	596	508	3,114	3,950	45,290	39,338	5,952	86.9
*Kind'n.	6,828	7	2	282	765	5,772	2,536	3,236	43.9

* Kindergarten course two years; hence, promotion percentage to be doubled.

By reference to the foregoing tables, it will be seen that the percentage of promotions which was 84.3 per cent. the first half of the year rose to 86.9 per cent. for the second half of the year. A comparison of these figures with similar data will show that the percentage of pupils promoted has been steadily, though slowly, rising for several years past. The significance of this fact is greater when it is understood that the higher percentage of promotions has not been forced but has been natural, that is, it has come in response to a feeling on the part of principals and teachers that more children have earned the right to be promoted. It is clear, moreover, that no great change has taken place in the minds of principals and teachers as to the proper standards for promotion. This fact is shown by the slow progress made in raising the percentage of promotions, which means that teachers are still satisfied that to promote upon an average eighty-five to ninety per cent. of a class, is all that can be reasonably expected of them. That ninety to ninety-five per cent. of children can and should be promoted under proper conditions, is still beyond the ken of the majority of principals and teachers. In one grade only, to wit, the eighth, has the percentage of promotions during the past year reached an average of ninety per cent. In June of this year, despite the drawback of the state examinations, the 8A grade averaged 96.5 per cent. promoted, and the 8B grade 90.4 per cent. No other grades during the year reached an average of ninety per cent. How can this fact be accounted for? Whose fault is it?

Now the conditions that chiefly account for a low percentage of promotions are the following:

(1) *A false notion of what constitutes thoroughness.* Thoroughness is thought by many to mean the degree of rigor and exactness with which the course of study is interpreted and carried out in its details. This, unfortunately, is what is usually, though falsely, connoted "thoroughness." I consider this erroneous idea largely responsible for the small percentage of promotions shown by certain schools. It is a common experience for teachers, when challenged, to make thoroughness, so called, an excuse for promoting only a small number of pupils. Expressions such as "the course of study is too hard for the grade" and "I insist above everything else on my pupils being thorough" are the rejoinders oftenest heard by a superintendent or supervisor when teachers are taken to task for recommending too few pupils for promotion. That, in some instances, the course of study is too hard for the grade, is true enough; but, that this explains away satisfactorily the failure to promote in any large number of instances, is not supported by the facts. Otherwise, how could it be that

in some—not in a few, but in many—schools a high percentage of promotions is always the rule. And these schools are by no means schools where scholarship is in low repute. On the contrary, the schools showing a high percentage of promotions are, as a rule, the schools where high ideals of scholarship are oftenest found.

(2) *General laxity of discipline and instruction.* There are schools in which a general laxity of discipline as well as of instruction exists and pupils are not held up to a reasonable degree of efficiency throughout the year. I have in mind also that *laissez faire* state of mind which sometimes characterizes the attitude of teachers toward their work, and of principals toward the administration of their schools on the strictly educational side. Some principals are satisfied with a smoothly running school on the disciplinary side, and put nearly all their time and energy into a kind of administrative work that will bring it about. This is, of course, a profitable enough kind of employment for a part of the time, but it will not, if unsupported by efficient oversight of the teaching, bring their schools up to a proper standard on the educational side.

(3) *A false notion of what is meant by superiority.* A false but abiding notion that the keeping back of a considerable number of pupils at promotion time is evidence of superiority in the administration of a school is the rock of offense in many schools. This principle is just the reversal of what I am aiming to establish, namely, that the efficiency of a school should be judged by the positive standard of what it *does* and not by the negative standard of what it *does not* accomplish. Not to promote a considerable number of a class is no evidence of meritorious teaching; and how any principal can construe negative evidence of this kind so as to establish the superiority of his school is past my understanding. As a rebuke to the lax principal who would promote all, or nearly all, the pupils of a class irrespective of their attainments, it has force; but it proves nothing whatever as to the superiority of one school over another. On the contrary, it does prove conclusively that a large number of pupils failed to accomplish what was expected of them. When they began the term's work they

had reason to expect to be duly promoted. I see, therefore, no possible escape from the conclusion that some pupils have been wronged, either by being poorly graded at the outset or by not being promoted at the end of the term.

It is unfortunate that the high averages obtained in some schools should be offset by the low averages which almost invariably attend promotions in certain other schools. In order to show how this *submerging* of the general average is brought about, the percentage of promotions for both January and June are here given for each school separately:

Percentage of Promotions of Pupils in the Several Schools for January and June, 1912

SCHOOL	January				June			
	Highest grade taught in school	Grammar	Primary	Average	Highest grade taught in school	Grammar	Primary	Average
Mean Average....		87.2	82.9	85.		89.2	85.5	87.4
Abington Avenue...	6B	83.7	80.	81.8	6A	86.6	86.2	86.4
Alexander Street....	8A	90.5	83.6	87.	8A	93.	89.7	91.3
Ann Street..........	7B	71.1	76.3	73.7	7A	84.2	77.4	80.8
Avon Avenue.......	8A	94.5	84.9	89.7	8A	93.	86.9	90.
Belmont Avenue....	8A	88.9	79.9	84.4	8A	89.4	83.3	86.3
Bergen Street.......	8A	86.8	84.4	85.6	8A	89.7	83.1	86.4
Bruce Street........	6B	88.	78.5	83.2	6B	89.8	88.5	89.1
Burnet Street.......	8A	91.7	91.	91.3	8A	92.6	92.4	92.5
Camden Street......	6A	89.8	83.8	86.8	6A	90.1	82.4	86.2
Central Avenue.....	8A	84.8	79.3	82.	8A	86.6	79.7	83.1
Charlton Street.....	8A	94.9	88.8	91.8	8A	95.7	90.5	93.1
Chestnut Street.....	8A	73.4	82.6	78.	8A	88.7	87.1	87.9
Eighteenth Avenue..	8A	82.3	81.7	81.7	8A	89.3	86.3	87.8
Elizabeth Avenue...	5B	92.5	90.4	91.4	5B	91.8	92.4	92.1
Elliot Street........	8A	90.	85.	87.	8A	88.9	83.5	86.2
Fifteenth Avenue...	8B	83.6	85.5	84.5	8A	93.2	93.3	93.2
Fourteenth Avenue..	8A	81.1	87.4	84.2	8A	82.	87.3	84.6
Franklin	8A	81.1	79.	80.	8A	81.	82.8	81.9
Hamburg Place.....	8A	84.1	83.2	83.6	8A	88.9	85.8	87.3
Hawkins Street.....	6B	94.6	82.5	88.5	6B	81.1	81.9	81.5
Hawthorne Avenue..	8A	83.4	88.	85.7	8A	88.1	91.9	90.
Lafayette Street....	8A	91.7	82.9	87.3	8A	92.8	83.8	88.3

SCHOOL	January				June			
	Highest grade taught in school	Grammar	Primary	Average	Highest grade taught in school	Grammar	Primary	Average
Lawrence Street	5A	87.1	88.1	87.6	5A	89.1	82.9	86.
Lincoln	7A	85.1	80.4	82.7	7A	91.2	87.9	89.5
Madison	8B	95.	86.5	90.7	8A	95.3	88.	91.6
Miller Street	8A	88.7	85.8	87.2	8A	90.1	88.2	89.1
Monmouth Street	7B	93.9	85.	89.4	7A	89.2	85.6	87.4
Montgomery	6A	89.	84.4	86.7	7B	88.7	84.2	86.4
Morton Street	8A	89.2	84.6	86.9	8A	94.7	89.6	92.1
Newton Street	8A	85.6	84.2	84.9	8A	85.1	85.7	85.4
Normal & Training	3A	.....	83.8	....	3A	....	91.1	....
North Seventh St.	8A	86.7	80.1	83.4	8A	88.3	87.6	87.9
Oliver Street	8A	86.	82.	84.	8A	91.6	87.1	89.3
Park Avenue	...	....	....	....	5A	100.	68.7	84.3
Peshine	2B	....	76.6	.....	6A	93.1	94.8	93.9
Ridge	6A	91.3	90.	90.6	7B	90.	88.4	89.2
Roseville Avenue	5B	95.	88.6	91.8	5A	92.1	89.1	90.6
Seventh Avenue	8A	97.2	80.3	88.7	8A	92.3	83.	87.6
South Street	6A	93.6	85.1	89.3	6A	97.	87.	92.
South Eighth Street	8A	87.9	85.7	86.8	8A	91.3	88.6	89.9
South Market Street	8A	83.2	81.5	82.3	8A	87.	84.2	85.6
South Tenth Street	8A	82.	69.9	75.9	8A	90.9	74.7	82.8
Summer Avenue	8A	87.5	81.3	84.4	8A	81.1	79.3	80.2
Summer Place	6B	95.1	86.2	90.6	6B	82.2	86.7	84.4
Sussex Avenue	8B	91.1	81.3	86.2	8A	87.1	83.4	85.2
Thirteenth Avenue	8A	87.7	85.7	81.7	8A	87.8	87.2	87.5
Walnut Street	4B	....	84.1	....	4B	....	81.6	....
Warren Street	5A	87.6	84.6	86.1	5A	85.7	86.7	86.2
Washington Street	8A	82.9	74.8	78.8	8A	85.8	80.5	83.1
Waverly Avenue	6A	74.4	66.1	70.2	6A	83.9	81.8	87.8
Webster	5B	87.	79.3	83.1	5A	85.7	80.	82.8
West Side	...	....	.....	.....	6A	81.3	78.	79.6

That some schools may properly be expected to promote a higher percentage of pupils than other schools is generally urged as an excuse for a low relative percentage of promotions. This, in my judgment, is not a valid excuse except in the rarest cases and under exceptional conditions. The following reasons are offered in support of this view:

(*a*) In the assignment of teachers it is intended to treat all schools alike, that is, to distribute the good teachers impartially.

(*b*) Children are much alike—of whatever family, race, or grade in the social scale. An examination of the schools wherein promotions are low, as shown in the foregoing table, will prove conclusively that nationality or occupation of parents has little or nothing to do with the matter of promotions.

(*c*) The curriculum is the same for all schools, subject to any reasonable modification to suit particular schools or grades. Indeed, principals and teachers are urged to take into consideration the special conditions and needs of each particular locality.

(*d*) The supervision by superintendents and members of the supervisory staff is general and impartial. If anything, the weaker schools get, as they should, the greater amount of attention, time, and energy of the supervisory staff.

(*e*) The salary schedules are the same in all the schools, as are also the rights and prerogatives of teachers, including the right of promotion for excellent service rendered anywhere in the system.

I might go on and enumerate all the factors that are essential in securing successful results in teaching, without finding a single one of sufficient importance to support even to a moderate extent the thesis that some schools may fairly be expected to promote a higher percentage of pupils than others. I am, therefore, left to conclude that the percentage of pupils promoted is largely, if not altogether, an individual matter dependent upon the principal of the school. If he is prepossessed with the notion that eighty or eighty-five per cent. of a class is a fair number to promote, his teachers are not likely to get a larger number ready for promotion at the end of the term. To the lax oversight, then, of the conditions and processes that make a normal percentage of promotions rationally possible I attribute the relatively low standard of many schools. It is far from my purpose to encourage principals to make promotions when *undeserved;* promotions that are undeserved should never be made. It is my purpose, however, in this discussion to dispel forever, if possible, the notion that any school can go on term after term promoting eighty to eighty-five per cent. only of its pupils and claim to be regarded as an efficient school. It is not an efficient school any more than a business is an efficient business whose salable output is not more than eighty to eighty-five per cent. of its total output.

Irregular or Flexible Grading and Mid-Term Promotions

In order, however, that a full knowledge may be had of the actual facts relating to number of pupils promoted in the various schools, it should be stated that owing to a system of flexible grading—long practiced and officially encouraged—a great many pupils are promoted mid-term, of whom no account is taken in the foregoing tables. The per cent. of pupils promoted, as shown by the preceding tables, has been based solely on the number *on roll the last day of school;* it does not include pupils advanced a grade by reason of any of the following considerations:

(*a*) The frequent necessity of reclassification at the beginning of the term, on account of crowded class rooms. Many pupils gain promotion in this manner.

(*b*) The power possessed by the principal, under the regulations of the Board of Education, to promote a pupil at any time during the term. Whole classes are sometimes promoted mid-term under the authority so given.

(*c*) The privilege granted to pupils of attending the summer schools and passing the required examination for promotion to the next higher grade. There were 843 pupils who gained the right of promotion last summer in this manner.

In the absence of exact data, I can give only a rough estimate of the aggregate number of pupils promoted because of considerations (*a*), (*b*), and (*c*), stated above. This number, after being reduced by corresponding mid-term demotions, could not have exceeded more than 1,000 to 1,200 pupils, or *two per cent. of the whole number enrolled. But two per cent. added to the January average (84.3) would give 86.3 as the per cent. of promotions for the first half year; and the same added to the June average (86.9) would give 88.9 as the per cent. for the second half year. If this estimate is approximately correct, and I think it is, then we* *have come nearer to the ideal maximum (ninety to ninety-five per cent.) than our tables indicate.*

Beginning September 1912, exact data will be required to be kept of promotions (and of demotions), both regular and irregular, so that we may hereafter know accurately the number and per cent. of pupils promoted (and demoted) during the year.

The regulations of the Board, concerning irregular promotions, to which reference has been made, are the following:

"2. In grades one, two and three, classes may be promoted at any time by the principal of the school, with the consent of the City Superintendent, upon the advice of the teachers in charge, supplemented by such oral examinations as the Superintendent and principal shall deem advisable.

"7. All pupils whose work has been found upon the whole satisfactory and all who have given evidence that they are qualified to do the work of the succeeding grade shall be promoted. Those whose work has been found to be in the main unsatisfactory and those who have not given satisfactory evidence of ability to do the work of the succeeding grade shall not be promoted, provided that in the case of exceptional pupils conditional promotions for a definite time may be made.

"In all cases of doubt the decision of the principal shall be final, provided, that in all cases of failure to be promoted, parents of the children thus failing may appeal to the principal, who shall, if unable to satisfy them of the justice of his decision, give the children a fair examination upon the work of the semester, using questions approved by the City Superintendent, the result of which examination shall determine the question of promotion.

"8. Special individual conditional promotions to the class next higher shall be made whenever in the judgment of the teacher and principal the pupil is qualified to do the more advanced work and would be benefited by such promotion.

"11. Pupils having been promoted from one class to the class next higher, who for two consecutive months fail to maintain a satisfactory standard, shall be returned to the grade from which they were advanced, if in the opinion of the principal and City Superintendent such failure is due to insufficient preparation for the work of the higher grade."

It would appear that the foregoing regulations, which have been in operation for several years, are sufficiently flexible to meet all requirements. Many principals and teachers are adverse to mid-term promotions—teachers in particular preferring to keep their brightest and most proficient pupils—but the good of the individual pupil and not the teacher's preference should be the deciding factor.

CAUSES FOR NON-PROMOTION OF PUPILS

In order to ascertain the reasons for the non-promotion of pupils at the end of each semester, teachers have been required to classify and to report the same, as shown by the following statement:

Number of Pupils Not Promoted and Cause for Non-Promotion for the Half Year Ending January 31, 1912

Grade	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other cause	Total
8A	6	5	13	....	24	2	23	73
8B	10	8	42	6	25	9	31	131
7A	22	8	37	3	38	10	37	155
7B	28	3	70	3	46	13	38	201
6A	40	16	86	8	59	17	62	288
6B	44	23	78	6	68	33	104	356
5A	40	6	91	6	57	28	70	298
5B	52	28	153	13	82	33	66	427
4A	53	35	142	18	63	19	84	414
4B	59	28	186	14	67	43	101	498
3A	43	20	162	28	62	30	53	398
3B	63	30	255	41	81	34	92	596
2A	61	21	244	38	54	26	65	509
2B	83	41	271	36	86	47	121	685
1A	85	48	259	28	43	53	120	636
1B	233	141	367	58	57	288	284	1,428
Total...	922	461	2,456	306	912	685	1,351	7,093
Per ct.	13.0	6.5	34.6	4.3	12.9	9.7	19.0	100
Kind'n.	150	50	81	12	8	84	3,730	4,115

Whole number of pupils enrolled day of promotion (not including kindergarten)	45,382
Number promoted	38,289
Number not promoted	7,093
Per cent. promoted	84.3
Per cent. not promoted	15.6

The number of non-promotions in kindergarten (4,115) is due to the fact that the kindergarten course is a two years' course, and in the main only those are promoted who have reached the age of six years.

Similar data to the foregoing for the semester ending June 30, 1912, will be found on the next page.

Number of Pupils Not Promoted and Cause for Non-Promotion for the Half Year Ending June 30, 1912

Grade	Irregular attendance	Personal illness	Mental incapacity	Physical defect	Lack of interest	Entered late	Other cause	Total
8A	2	1	15	....	14	1	12	45
8B	19	7	40	1	25	4	22	118
7A	28	14	51	1	33	6	23	156
7B	30	7	71	5	47	13	36	209
6A	45	15	87	4	55	18	40	264
6B	52	10	96	5	49	21	41	274
5A	61	24	84	6	43	15	57	290
5B	81	21	115	10	58	30	36	351
4A	72	25	126	22	43	27	59	374
4B	88	16	138	17	60	28	75	422
3A	66	21	139	17	46	28	84	401
3B	59	25	186	20	30	31	61	412
2A	75	50	184	28	58	32	68	495
2B	84	40	182	40	53	36	97	532
1A	109	67	218	32	23	62	76	587
1B	163	147	286	52	23	218	133	1,022
Total..	1,034	490	2,018	260	660	570	920	5,952
Per ct.	17.4	8.2	33.9	4.4	11.1	9.6	15.4	100
Kind'n.	95	25	96	4	4	77	2,935	3,236

Whole number of pupils enrolled day of promotion (not including kindergarten)..	45,290
Number promoted..	39,338
Number not promoted..	5,952
Per cent. promoted..	86.9
Per cent. not promoted..	13.1

A cursory inspection of the foregoing data will show the following:

(1) That to "mental incapacity" of pupils is attributed the largest percentage of failures to be promoted (January 2,456; June 2,018). From the teacher's standpoint this is, perhaps a good and sufficient reason. From the standpoint of the parent, or of the Board of Education, it seems hardly a justifiable reason for so large a number. The January number (2,456) is between five and six per cent. of the whole number enrolled (45,382). Surely it cannot be said truthfully that between five and six per cent. of the whole number of pupils are "mentally incapacitated," that is, are feeble-minded. We are told that on the average not to exceed one to two per cent. of children are feeble-minded. The

additional four per cent. who are declared to be "mentally incapacitated" for promotion must be "misfits" merely,—an error of grading—or the product of poor teaching. I am of the opinion that the designation "mentally incapacitated" is given too broad a connotation by teachers, and that hereafter some other narrower term will need to be substituted.

(2) The next important cause for non-promotion is said in January to be "other cause," and in June to be "irregular attendance." That "irregular attendance" should be a marked cause for non-promotion is obvious, and particularly when quarantine rules are as rigid as ours have been during the greater part of the year. The recent modification of our quarantine rules should have the effect another year of greatly reducing the number of cases of non-promotion due to this cause. The "other cause" classification is being made to include so many cases of non-promotion that it may be well hereafter to substitute some narrower designation.

(3) "Lack of interest" seems also to be responsible for a considerable number of non-promotions (January, 912; June, 660). Whether this reason is chargeable to teacher or pupil can only be known by an examination of particular classes or individuals. There will always be, even in the best taught classes, a variable number of pupils who for one reason or another cannot, or will not, be interested in their studies. To "lack of interest" with its correlative failure to give attention, are attributable, no doubt, most cases of failure to be promoted.

(4) It is interesting as well as gratifying to know that failure to be promoted is chargeable in so few instances to "physical defects" (January, 306; June, 260). Under "physical defects" are included defective sight and hearing or bodily ailments (not illness) of such nature as to be a serious handicap to the pupil's progress.

The importance of requiring data of this kind to be regularly taken, even though it may be somewhat inaccurate, consists in focussing the teacher's attention on individual children. Assuming that all pupils are potentially qualified to do the work of a grade in the five months allotted, why should any fail? The attempt to answer this question satisfactorily cannot fail to give a teacher a clearer insight into the causes of her success, or failure, and thereby enable her to do better work in the future. In justice to teachers who made these reports on the causes for non-promotion, it should be said that all such reports had to be submitted to their principals and were, it is taken for granted, approved by them before being made a part of the official records.

PROGRESS AND AGE STUDY

In last year's report was included a progress and age study which attracted a good deal of attention and which was favorably commented upon by educators in all parts of the country. [See pp. 156-167, Report of 1911.] This study was made by a committee of Newark principals at the suggestion and under the direction of Dr. Leonard P. Ayres of the Russell Sage Foundation. It was the intention at the time to repeat the study each year; but so much labor is involved that upon reconsideration it was thought to be just as satisfactory, and perhaps just as useful, to make the study biennially rather than annually. The value of such a study taken at proper intervals can scarcely be overestimated.

HIGH SCHOOLS

In last year's report I alluded at some length to the slow growth of the high school movement in the city of Newark, as compared with other cities. Our first high school was established among the first in the United States, as far back as the year 1838; yet, notwithstanding this early beginning, little progress was made until recently, when the demand became so irresistible that the present Board of Education felt it to be its duty to provide three new buildings almost simultaneously. Two of these buildings have already been completed and opened—the East Side Commercial and Manual Training high school, opened February 1, 1911, and the Central Commercial and Manual Training high school, opened a year later, February 1, 1912. The third new high school, to be called the South Side high school, will be ready for occupancy, it is hoped, by September 1, 1913. The completion of all three new high school buildings will mark the culmination of a decade of successful high school agitation in this city.

In one respect, at least, we may derive satisfaction from the slow progress made in high school development, namely, that the buildings which are now being erected are vastly superior to any buildings that would likely have been erected a decade or more ago. Throughout the country, during the past ten years, cities have vied with one another in the size, convenience, and costliness of their high school buildings. With the exception of the Central Commercial and Manual Training high school which was erected at a cost of considerably more than half a million dollars, there is no one of our schools that has cost more than a very moderate figure, to wit, the East Side high school $250,000, and the South Side high school $350,000. The cost of sites is not included. It cannot be said, therefore, that the Board of Education of Newark has been in any sense unduly extravagant while yielding to the popular and insistent demand for additional high school facilities. At the present time two of our three high schools are well filled, one of them, in fact, to overcrowding; the third will likely be full by the end of another year.

The following table gives a summary of the total enrollment, the average enrollment, the average attendance, and the per cent. of attendance of each of the three high schools during the year ending June 30, 1912:

Statistics of Enrollment and Attendance of High School Pupils for the Year

1911-1912

School	Total enrollment	Average enrollment	Average attendance	Per cent. of attendance
Barringer (including annexes)	2,215	1,583	1,493	94.3
Central	1,147	1,026	939	91.5
East Side........	545	404	383	94.7
Total	*3,907	3,013	2,815	93.8

*Names duplicated by reason of opening new high school February 1, 1912, 638, making net total enrollment 3,269.

The Barringer high school, built to accommodate 1,300 to 1,400 pupils is now reasonably full, and the Central high school, built to accommodate 1,000 pupils, has been crowded since the day of its opening. Fortunately, however, a fourth story was included in the plans of the latter school, with a view to its use by the Board for administrative purposes. This fourth story, it is now evident, will be needed at once for the exclusive use of the high school. This additional floor will enable the school to accommodate at least 300 to 400 more pupils, that is to say, the same number as the Barringer high school. The East Side high school was built to accommodate 600 pupils only. The original plans, however, contemplate doubling the size of the building if ever found necessary. Since the present building contains an auditorium, gymnasium, and spacious shops and laboratories, it will not require an addition as large as the present building to double its accommodations. An expenditure probably of $150,000 will be ample. It would appear, therefore, that in planning for additional high school accommodations to meet present requirements, the Board has used good judgment in providing for the future.

Thus, the potential capacity of the four buildings may be estimated as follows:

Barringer high school—capacity to accommodate....	1400
Central C. & M. T. high school—capacity to accommodate	1400
East Side C. & M. T. high school—capacity to accommodate (including proposed addition).........	1200
South Side high school—capacity to accommodate..	1200
Total accommodations	5200

As to just how long it will take to exhaust the above accommodations, no one can now safely predict; the following facts, however, will be found helpful toward solving this problem approximately:

Statistics of Enrollment and Attendance of High School Pupils for Last Ten Years

Year	Total enrollment	Increase	Average enrollment	Increase	Average attendance	Increase
1903........	1,510	35	1,110	*14	1,036	*4
1904........	1,636	126	1,239	129	1,160	124
1905........	1,924	288	1,434	195	1,342	182
1906........	1,952	28	1,493	59	1,406	64
1907........	2,010	58	1,523	30	1,442	36
1908........	2,126	116	1,602	79	1,521	79
1909........	2,379	253	1,814	212	1,726	205
1910........	2,654	275	2,087	273	1,954	228
1911........	2,922	268	2,202	115	2,062	108
1912........	3,269	347	2,514	312	2,358	296

* Decrease.

An inspection of the foregoing figures goes to show that from June, 1904, to June, 1912, a period covering eight years only, the increase in total enrollment of high school pupils has been from 1,636 to 3,269 pupils, that is to say, the enrollment has just doubled. If, therefore, the rate of increase were to remain the same during the next eight years, at least one, and perhaps two, additional high schools would need to be built. It must not be lost sight of, however, that the rate of increase for the last decade is not a good basis for estimating future needs, for the following reasons:

First. The number of full grammar schools will increase rapidly within the next year or two, and those that have recently become full grammar schools will get into good working order.

Second. There has been a general uplift in the elementary schools. This uplift has carried with it a large relative increase of pupils in middle and upper grammar grades. This wave of progress, it may be safely predicted, has only just begun.

Third. The industrial features recently introduced into the high school curriculum will progressively attract a larger and larger ratio of pupils.

Fourth. The effect of the all-year schools will be to promote to the high schools a larger relative number of their graduates; also, to stimulate other grammar schools to employ less dilatory methods of promotion in grammar grades.

Fifth. The recent inauguration of special or "coaching" classes in summer schools to enable pupils to make up deficiencies will add no inconsiderable number of pupils to the higher grades of the grammar schools, and finally to the high schools.

Sixth. The attention of the people of the city is being attracted, as never before, to the value of an education. *This fact will prove to be the most powerful factor of all in increasing high school enrollment.*

Hence, I believe that I am entirely safe in affirming that within three years, at the outside, from the completion of the South Side high school, all four high schools will be filled with pupils and a demand made by the public for additional high school accommodations. I make this prediction having in mind to recommend to the Board the diversion of as many pupils as possible to industrial or vocational schools, such as the Boys' Industrial school, already in operation, and a Girls' Industrial school as recommended elsewhere in this report.

HIGH SCHOOL DIFFERENTIATION

It has been the policy of the Board to differentiate the curricula of the several high schools as far as possible, with a view to securing greater economy as well as greater efficiency. To this end the commercial and technical courses were taken out of the Barringer high school. In accordance with this policy, just so soon as it shall be found practicable, the distinctively literary courses should be taken out of the two commercial and manual training high schools, and both of these schools—the East Side and the Central—be enabled thereby to devote their specialized energies to establishing and developing modern eclectic courses of study of the most "practical" type. Without attempting to elaborate fully what is meant by "practical" as used above, I may state my meaning more clearly, perhaps, by saying that the true aim or purpose of neither of the two schools mentioned is to fit pupils for college, or for the normal school, that is, to fit pupils for literary or teaching careers. These schools were both built with costly shops and laboratories to train students for the manual and industrial arts and trades—a field in which there has been hitherto, and now is, a great and pressing demand. To supply the need for industrial and commercial workers will fully exhaust the facilities of both schools when their energies are directed exclusively to that end.

COST OF HIGH SCHOOL MAINTENANCE

The largest item of expense in high school maintenance is, of course, the salaries of teachers. To reduce this item of expense, three plans are open:

(1) *To reduce the salaries of teachers.* This is not desirable for many reasons. Teachers are not being overpaid, and the present schedule is none too high to enable us to secure the best teachers.

(2) *To reduce the number of teachers.* This is entirely feasible, and was recommended to the Committee on Instruction in a report made by me in the month of May, 1912. It was stated in this report that the need of additional teachers in high schools could be reduced approximately twenty per cent. by increasing twenty per cent., or one-fifth the required number of daily periods taught by each teacher. To illustrate, if an instructor teaches only four of the six daily periods, one-third of his time is open for further assignment. By requiring all instructors, except for special reason, to teach five periods per day (one additional period), each instructor's work would be increased one-fourth. This would make it possible to reduce the number of teachers proportionately.

I am strongly of the opinion that all teachers in sound body and in good health (the occasional exceptions will prove the rule) should be required to teach not less than five periods out of the six into which the school day is divided. I have not reached this conclusion, however, by comparing high schools with endowed universities, where many professors and instructors teach only five to ten hours per week. Universities are proverbially beggars; and possibly for this reason, in some instances. But in public high schools supported by taxation of the people, and at a time when every dollar that can be raised is needed for school extension work in other directions, every reasonable economy should be practiced. Teachers in all other schools—primary, grammar, and special—are required to work every period of the day. To allow in the high schools any considerable time to be taken out of the day's short session for leisure, or for work that can be done just as well, or better perhaps, out of school hours, seems to me to be unwarranted.

(3) *To increase the size of classes.* Another way to reduce the cost of instruction is to make larger classes. Although no specific rule can be laid down as to size of classes, there is a general rule that a class of say thirty-five to forty pupils on the average, can be handled efficiently by most teachers. The proper size of the class will vary, of course, with the subjects taught. Certain of the manual or crafts studies, for instance, will not admit of so large a class as thirty-five to forty pupils. It is the common practice to allow classes to be formed of thirty to forty pupils in the first and second years of the high school, and of twenty-five to thirty in the last two years of the high school. Classes of smaller size are extravagant in a high school just as they are in a grammar school.

It has been suggested that small classes may be avoided in upper grades by requiring a teacher to take a double class, that is, two separate classes, into the recitation simultaneously. This plan has been tried successfully in several of our evening high schools; it is similar to the plan of two grades in a room in grammar schools. In many respects it is advantageous; pupils get one-half the recitation period for individual study; teachers are compelled to condense their instruction. I commend the plan most heartily.

SOURCES OF SUPPLY FOR FUTURE HIGH SCHOOL ENROLLMENT

One of the most gratifying evidences of an enlarging interest in education all along the line is the steadily increasing number of pupils in the upper grammar grades. Since 1905, that is in seven years, the enrollment of pupils in the eighth grade has more than doubled, and the number of grammar school graduates has increased from 1,039 in the year 1905, to 2,286 in the year 1912. No doubt the agitation for additional high schools, as was expected, is somewhat responsible for this splendid growth. Other causes, however, have been equally potential, if not more so, in producing this result. Such are, for instance:

(1) Establishing several additional grammar schools covering the full eight grades. I have already spoken of its effect in filling up the high schools.

(2) Greater stress laid on securing more rapid promotions. This point has been discussed at length under a separate head.

(3) *Esprit de corps* of grammar schools, raised by athletic contests.

(4) Course of study made more interesting and attractive by manual training and domestic art studies.

(5) More efficient management on the part of principals.

(6) More effective teaching.

(7) Better school buildings; especially the provision made for auditoriums and gymnasiums.

(8) In general, the higher public estimate in which the schools are held by the community at large.

The following statistics which bear upon this matter of enlarging public interest in education will be found interesting for comparison and study:

Statistics of Enrollment and Attendance of Grammar School Pupils for Last Eight Years

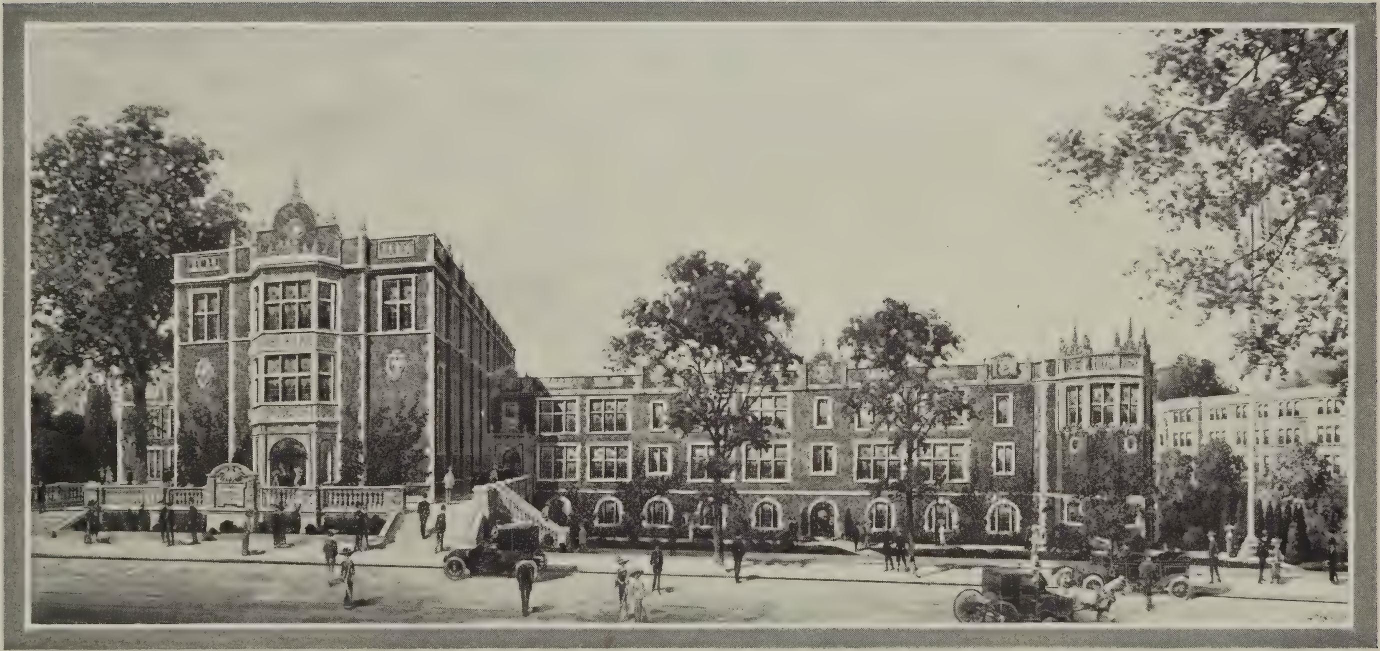
Year	Grammar school enrollment	Enrollment seventh grade	Enrollment eighth grade	Increase seventh grade	Increase eighth grade
1905..........	9,497	1,791	1,287	125	113
1906..........	10,319	1,856	1,314	65	27
1907..........	11,550	1,964	1,322	108	8
1908..........	12,270	2,195	1,454	231	132
1909..........	13,408	2,360	1,767	165	313
1910..........	14,535	2,631	1,981	271	214
1911..........	15,408	2,985	2,191	354	210
1912..........	16,948	3,216	2,519	231	328

The following table shows the increase during the same period in number who graduated and in number who entered high school, and will be found likewise interesting and profitable:

Statistics of Grammar School Graduates for Last Eight Years

Year	Grammar school enrollment	Number graduated	Per cent. graduated	Entered high school	Per cent. entered high school
1905.........	9,497	1,038	10.9	780	75.
1906.........	10,319	1,039	10.	716	68.9
1907.........	11,550	1,078	9.3	715	66.3
1908.........	12,270	1,267	10.3	830	65.5
1909.........	13,408	1,464	10.9	957	65.3
1910.........	14,535	1,729	11.8	1,039	60.1
1911.........	15,408	1,869	12.1	1,118	59.8
1912.........	16,948	2,286	13.4	1,268	56.4

One of the most significant facts to be gleaned from the foregoing is that since 1905 the percentage of grammar school graduates entering the high school has steadily declined from 75 per cent. in the year 1905, to 56.4 per cent. in the year 1912. It is difficult to account for this decline, except upon the theory just explained, that not the attraction of the high schools but the enlarging interest in education is chiefly responsible. A rapidly rising tide of grammar school graduates, accompanied by a falling tide (relative) of high school admissions, is a remarkable phenomenon. It is analogous, however, to what has occurred throughout the country as between high schools and colleges. The number of high school graduates seeking admission to college has increased remarkably during the past decade, but by no means in the ratio of the increased enrollment in high schools. This means that education, or the desire for an education, at the present day is attaining its greatest momentum in the lower schools. That this is a reasonable, and, in fact, the only deduction to be made from the data furnished above I feel certain. If true, the country may well take heart, since it means that the common schools—the people's universities, as they have been called—are performing their great function of leavening the Nation. High schools may multiply, colleges and universities may multiply, but these reach immediately and directly only a small percentage of the 100,000,000 of our population. It is upon the intelligence of the masses, upon the knowledge and virtue of the common people, that we chiefly rely for efficient and stable government.



NEWARK NORMAL SCHOOL

E. F. GUILBERT, ARCHITECT
GEORGE W. KNIGHT ENGINEER

NORMAL SCHOOL

NEW BUILDING BEING ERECTED

The rapid and continued growth of the Normal school attests the wisdom of the Board in making early provision for a new and larger building for its better accommodation. To this end ground was broken and work on the new building begun in the month of March of the present year. Unless unexpected delays arise it should be completed and ready for occupancy by the beginning of another school year, at the latest.

The new Normal school building will be centrally located, between Broad Street and Belleville Avenue at the intersection of Fourth Avenue, and will occupy, including its spacious grounds, nearly one entire city block. It can readily be reached by two street car lines, the Broad Street line, and the Mulberry Street line, which with their numerous connections will make transit from almost any part of the city a matter of a half hour or less.

The new building which was designed by the Board's architect, Mr. Ernest F. Guilbert, is a transition between the Jacobean and Elizabethan periods of architecture in England and is dignified as well as picturesque in appearance. A cut of the front elevation of the building, which shows the main entrance and the English sunken garden on the Belleville Avenue side, appears on another page; also floor plans of each of its three stories. As planned, the building will contain an auditorium, capable of seating 700 persons, a gymnasium and ten class rooms for normal school pupils; also laboratories for physics, chemistry, geography, biology, and hygiene; also a manual training shop, a sewing room, and other special features as library, reception room, rest room, etc. Two lecture or demonstration rooms with raised seats also are provided, each large enough to accommodate an entire class of normal school pupils, with floor space sufficient to accommodate still another class for clinic material. Both of these lecture or demonstration rooms, it is expected, will be in almost daily use after school hours by the superintendents, supervisors, and special teachers in illustrating different phases of school work. The building will contain furthermore, ample lunch room accommodations, etc.

The building will contain only five regular class rooms for children's use, one of which will be a kindergarten room. They are intended for pupils residing in the neighborhood. They will be used as "model" classes in order to furnish "material" for observing best methods of instruction and discipline in kindergarten and primary grades. All other requirements and conveniences for an up-to-date normal school seem to have been provided for by the architect. The furniture and equipment of the building will be of the very best. No normal school in the country will be able to offer better facilities for carrying on the work of training teachers for the elementary grades of a large city school system.

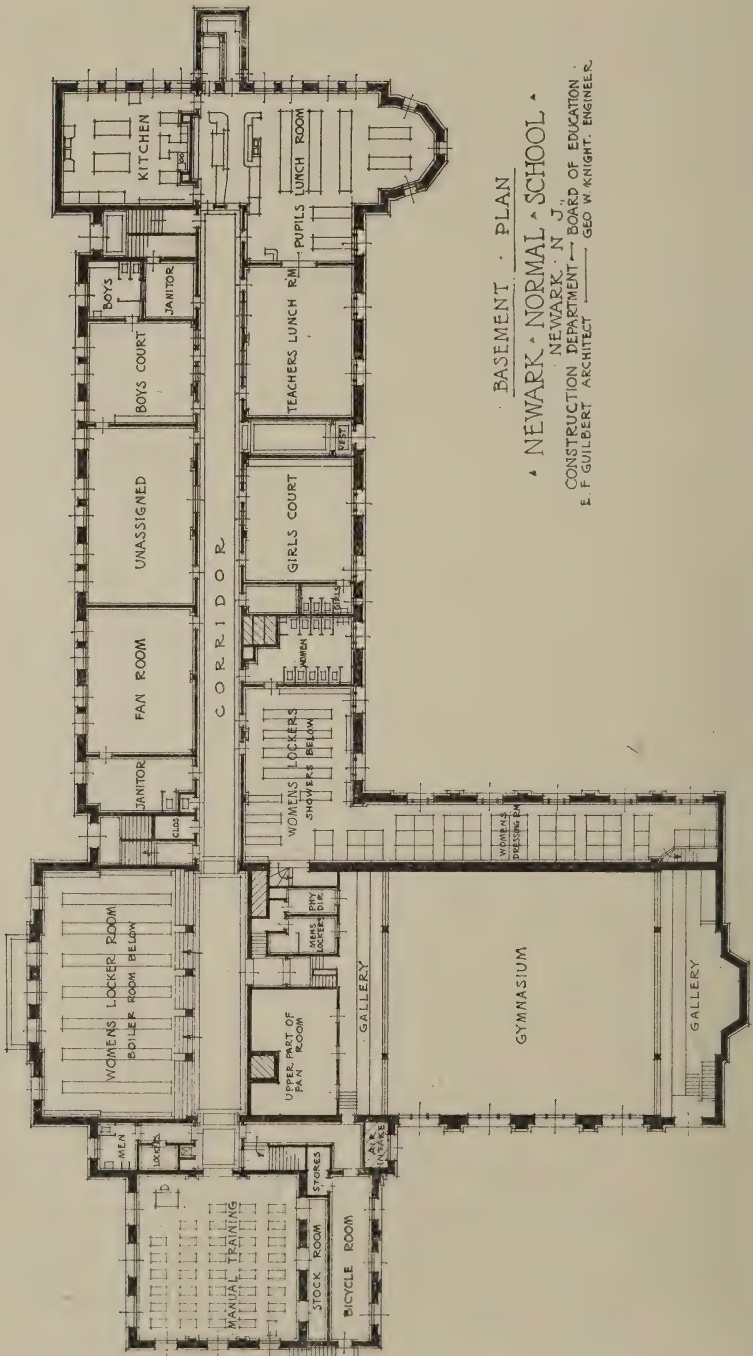
It is not the present purpose of the Board to train its own special teachers of manual training and domestic science, since so few relatively are needed; hence, the necessary provisions to that end have not been made. Sewing which is taught in our fifth and higher grades by regular teachers, and elementary manual training which is taught by all our regular teachers below the fifth grade, have been amply provided for in the allotted space. Drawing and music, which are considered essential studies will be taught in specially equipped rooms.

The plans of the building contemplate a maximum enrollment of not to exceed 400 pupils, a number large enough to afford the city of Newark a reasonable supply of teachers ten years hence. The present size of the school is only about 300 pupils. I look to see the school attain an almost immediate enrollment, of, say, 350 pupils. The present yearly demand for elementary grade teachers is now about 100 to 125 per annum.

From the standpoint of the best interests of the school system, it will never be desirable to replenish the ranks of the teaching corps altogether from fresh and inexperienced graduates of the local normal school. At least one-quarter of all new teachers in the grades should be selected from those who have already had one or more year's experience in actual teaching. There is a positive advantage, also, in selecting a reasonable number of teachers from those who have been trained elsewhere than in the local normal school. By this means advantage may be taken of the different view points from which the complex problems of education are studied and taught in different schools and localities. Education in the United States has made its greatest strides where free interchange of teachers has been encouraged. This means where there has been a liberal and enlightened policy on the part of boards of education. Inbreeding, to use a term derived from biology, has been, and is to-day, the bane and blight of a great many school systems throughout the country.

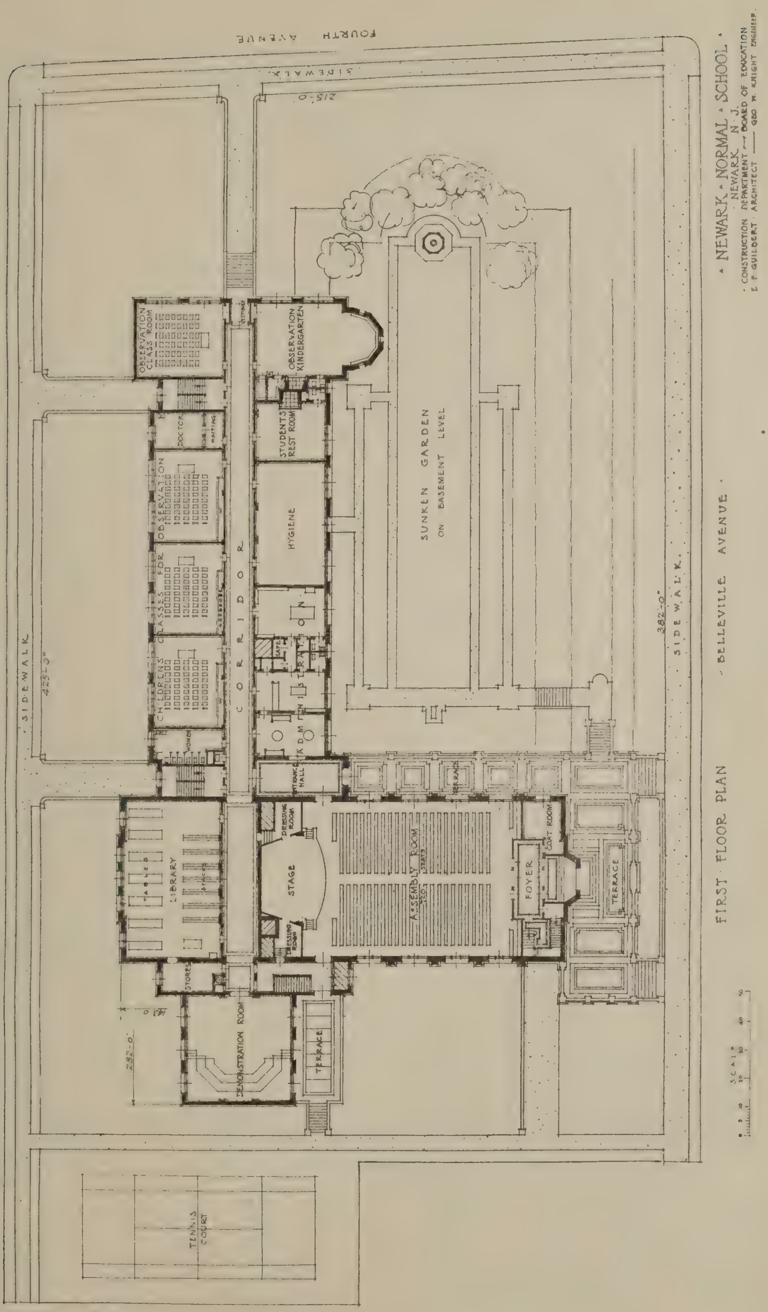
The need of employing experienced teachers from outside the city because of an insufficient local supply has been one of the important factors that has contributed in the past to the admitted excellence of our schools. I do not mean by this statement that the local normal school has not furnished teachers equal to the best trained elsewhere, neither do I mean that this school is not likely in the future to keep up its good record; but, teachers wherever educated will of necessity bear the local "hall mark." It can't be otherwise. Variety and diversity, however, are needed in a school system quite as much as in any other human institution. It would be a misfortune if all people were to look alike and dress alike; but for all people to think alike and act alike would be nothing short of a calamity. Novelty is needed to stimulate desire, interest, and activity. Professor James, one of the most eminent of American psychologists, has said that "invention and imitation are the two legs that civilization stands upon." But imitation to be effective in civilization must employ a variety of models.

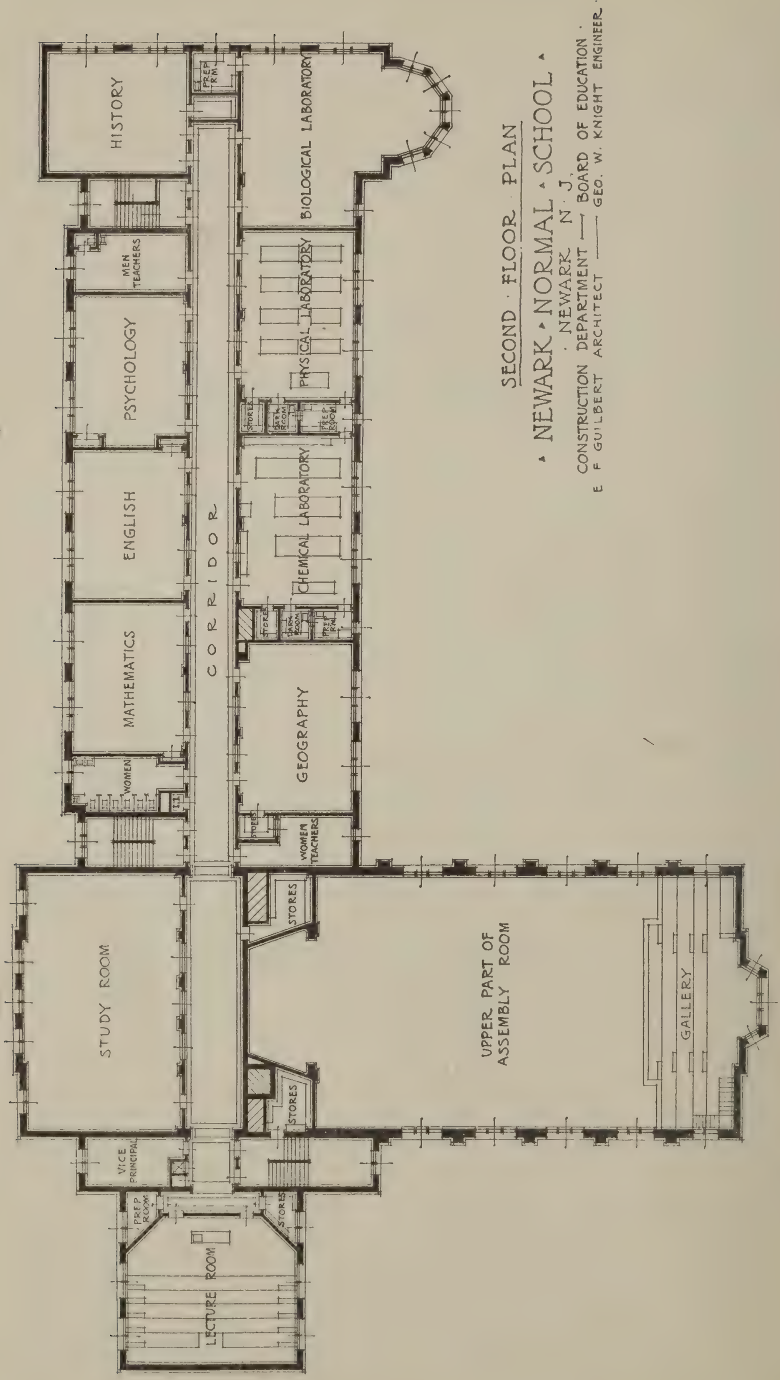
I have always regarded as objectionable and not in the interests of the schools, the rule adopted by the Board many years ago that preference in appointment, whatever the relative excellence of candidates, must be given to local Normal school graduates. Under this rule a candidate, say, from the Montclair state normal school, although a resident of the city of Newark, cannot be appointed until the eligible list of local graduates has been exhausted. By what line

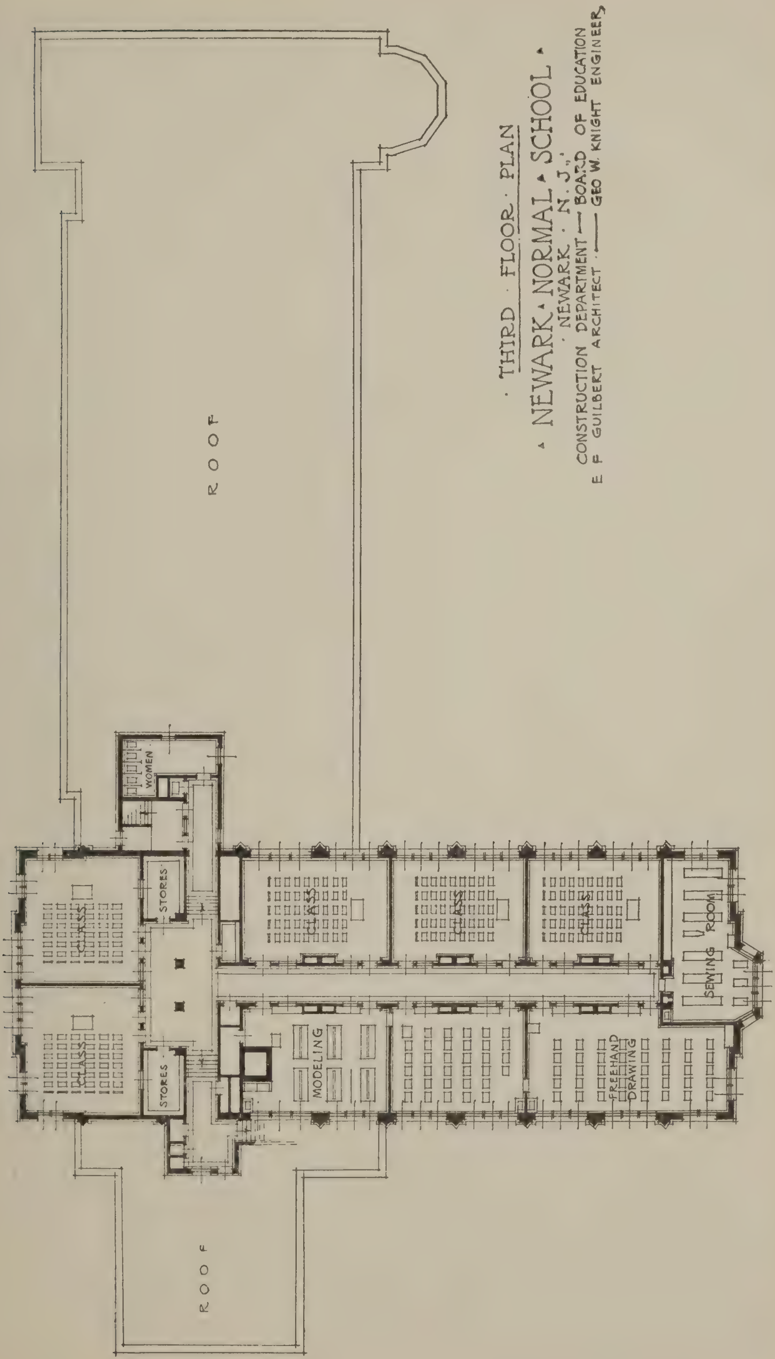


BASEMENT · PLAN
NEWARK · NORMAL · SCHOOL
NEWARK · N. J.,
CONSTRUCTION DEPARTMENT — BOARD OF EDUCATION
E. F. GUILBERT ARCHITECT —— GEO. W. KNIGHT. ENGINEER

ASSEMBLY ROOM, NEWARK NORMAL SCHOOL


NEWARK · NORMAL · SCHOOL
NEWARK N. J.
CONSTRUCTION DEPARTMENT — BOARD OF EDUCATION
E F GUILBERT · ARCHITECT —— GEO W. KNIGHT ENGINEER.
FIRST FLOOR PLAN
SCALE
FOURTH AVENUE
SIDEWALK
215'-0"
BROAD STREET
SIDEWALK
425'-0"
BELLEVILLE AVENUE
SIDEWALK
382'-0"
282'-0"
OBSERVATION CLASS ROOM
OBSERVATION KINDERGARTEN
DOCTOR
WAITING
CHILDRENS' CLASSES FOR OBSERVATION
WOMEN
CORRIDOR
STUDENTS' REST ROOM
HYGIENE
ADMINISTRATION
SAFE
ENTRANCE HALL
TERRACE
SUNKEN GARDEN ON BASEMENT LEVEL
LIBRARY
STORES
DRESSING ROOM
STAGE
DRESSING ROOM
ASSEMBLY ROOM
COAT ROOM
FOYER
TERRACE
DEMONSTRATION ROOM
TERRACE
TENNIS COURT


SECOND · FLOOR · PLAN
· NEWARK · NORMAL · SCHOOL ·
· NEWARK N. J.
CONSTRUCTION DEPARTMENT —— BOARD OF EDUCATION ·
E F GUILBERT ARCHITECT —— GEO. W. KNIGHT ENGINEER ·
HISTORY
PREP RM
BIOLOGICAL LABORATORY
MEN TEACHERS
PSYCHOLOGY
PHYSICAL LABORATORY
STORES
DARK ROOM
PREP ROOM
ENGLISH
CHEMICAL LABORATORY
STORES
DARK ROOM
PREP RM
MATHEMATICS
CORRIDOR
GEOGRAPHY
WOMEN
STORES
WOMEN TEACHERS
STUDY ROOM
STORES
UPPER PART OF ASSEMBLY ROOM
GALLERY
STORES
VICE PRINCIPAL
PREP ROOM
STORES
LECTURE ROOM



· THIRD · FLOOR · PLAN ·

NEWARK · NORMAL · SCHOOL

· NEWARK · N. J. ·

CONSTRUCTION DEPARTMENT — BOARD OF EDUCATION

E F GUILBERT ARCHITECT — GEO W. KNIGHT ENGINEER of reasoning—social, moral, or economic—such a preference can be justified, I have never been able to understand. Thus, a pupil may graduate from a Newark high school at the head of her class; she may attend the state normal school at Montclair and attain an equally high standing, but because she did not graduate from the local normal school, at the expense of the city of Newark, she must suffer the penalty of being accounted less deserving and must yield her right of appointment to a possibly inferior candidate. Upon the assumption that the local normal school can take the same material and work it up into a finished product that is superior to the *best* produced elsewhere, this preference might be morally and economically justified. But no such claim of superiority is made. The principle involved is based on that old party prejudice derived from the Jackson period in our National politics—"to the victor belongs the spoils;" or from that earlier "Know nothing" period in our political history when it was sought to shut out foreign immigration by the shibboleth—"America for Americans." I am hoping that a more rational and businesslike policy will sometime prevail when individual efficiency shall become the sole test in selecting teachers. Under our present rules every normal school pupil realizes that if she does fair work she is sure to graduate in good time, and to get a position when her turn comes—ahead of all outsiders. Competition with other schools, or with brighter or harder working pupils, is out of the question. This, in my judgment, is not good business and is the most serious objection to a local normal school in any community. I am trying to make this matter as plain as I can—unpopular though it may be in some quarters—because I feel that the children of the city of Newark deserve the *best teachers that can be got for the salaries paid,* wholly regardless of their nativity or their place of abode, or the particular normal school wherein they have been educated.

The new Normal school, although built, as I have said, to accommodate only 400 pupils, will answer all probable demands for many years to come, that is to say, until Newark by its natural growth, or by absorption of its suburbs, or by both, shall become a city of two or three times its present size. St. Louis has but one normal school, scarcely as large as ours will be; Boston has but one normal school, accommodating about the same number as will ours. Few cities, in fact, attempt to maintain more than a single normal school, showing that it is the general practice to enlist in the ranks teachers from the outside who have been trained in other than the local schools.

GROWTH OF THE NORMAL SCHOOL DURING A PERIOD OF SIX YEARS

It may be found interesting in this connection to know what are the present prospects of growth as judged by the experience of the last six years. Below is given a table which furnishes the necessary data for comparison:

Normal School Enrollment, Attendance, and Graduates for the Past Six Years

Year	Total enrollment	Average enrollment	Average attendance	Number graduated
1907	181	130	125	45
1908	247	176	168	62
1909	227	184	178	80
1910	232	178	170	78
1911	266	206	198	84
1912	310	256	248	97

The growth of the Normal school has not been as rapid as it otherwise might have been, because the admission of outside candidates has not been sufficiently encouraged; on the contrary, it has repeatedly been found necessary to refuse admission to outside applicants. Nevertheless, there were admitted last year seventy pupils who were not graduates of the Newark high school. These pupils came chiefly from adjacent cities and townships of Essex County, who for one reason or another desired to attend the Newark normal school in preference to either of the state normal schools, although compelled to pay a tuition fee of $75 per annum. The state normal schools make no charge. The opening of the new Normal school building another year will undoubtedly tend to increase the outside demand for admission. Add to the foregoing another factor, namely, the increased number of local high schools, and it seems highly probable that an enrollment of not less than 400 pupils will be reached in a very short time.

Heretofore, all graduates of Newark high schools, and all graduates of outside high schools having a course of study of not less than four years, have been admitted to the city Normal school without any preliminary examination. Hereafter graduates of the Newark high schools will need to complete the required number of hours in certain specified subjects, to wit, English, mathematics, science, history, music, and drawing, in order to be admitted to the Normal school. The same qualifications will hereafter be required of candidates coming from schools outside Newark. To examine pupils in these several subjects, or any others, as a condition of admission will result in their choosing, in most instances, to go to some other normal school where examinations for admission are not required.

NORMAL SCHOOL FACULTY AND CURRICULUM

It has been thought fortunate hitherto, owing to the limitations imposed by the old building, to recommend certain changes in faculty and curriculum that seem desirable.

The present normal school faculty, not including practice teachers, consists of a principal and seven teachers of theory. The general departments are six in number, as follows: kindergarten, one instructor; psychology and history of education, one instructor; theory applied to studies, two instructors; school management, and oversight of practice teaching, one instructor; music and drawing, one instructor; nature study, including geography, one instructor. Because of so small a faculty, the principal has frequently been compelled to redistribute subjects among the instructors, often a delicate as well as difficult matter in a professional school. It is expected, however, that it will be possible in the new building to relieve the school of this present necessity.

As a rule, every teacher in the faculty has had his, or her, whole time so fully occupied by class teaching as to make it difficult or impossible to do much special, or advisory, work. Such work is of great importance in a school of this kind. Add to this the fact that classes, as a rule, have been abnormally large, and it may fairly be inferred that the work of the theory teachers in the Normal school has been extremely heavy and exacting. That so little complaint has been heard on the part of teachers, attests the true professional spirit that I am sure prevails throughout the Normal school. At times I have felt that relief was imperative, or the health and strength of teachers would give away; but I have been unable to suggest any other remedy than to wait patiently for the completion of the new building, and the reorganization consequent thereon. Although excellent work has been done, and is being done, along almost every line, yet there are several directions in which great improvement may be hoped for when the Normal school is housed in its new building. Among the changes to be recommended are:

First. Laboratories for science teaching. It has been impossible to do science work satisfactorily in the present building, owing to the fact that there have been no suitable laboratories. The science work, therefore, should be thoroughly reorganized, and a special teacher, familiar with the subject from the normal school standpoint, put in charge.

Second. Better facilities in drawing and the fine arts. Conditions in the old building have been such as to discourage or to make impossible, our best efforts to secure the best results. This has been particularly unfortunate, since so many candidates are permitted to enter the normal school without a fair knowledge of the subject. A competent teacher should be assigned to this department, which will require all, or nearly all, his time.

Third. More attention to be given to vocal training, not merely in music, but in conversation, reading, reciting, and speaking—not elocution in its once narrow sense, but rather the appropriate and effective use of the voice in the class room. This involves articulation, enunciation, inflection, modulation, lasting qualities, etc. Since the voice is the main instrument in the teaching process, it ought to be cultivated carefully with that end in view. There should be a competent teacher in the faculty to instruct in this subject, as well as in music.

Fourth. Training in hygiene. The new building will have an excellent gymnasium, thereby affording an opportunity to train pupils in how to secure and to maintain physical as well as mental vigor and health—two qualifications so essential in a teacher. A teacher of this subject will need to be appointed.

Fifth. More attention to be given to manual training and sewing. It is probable that an assignment can be made from the staff of supervisors or special teachers to give whatever instruction may be needed, for the present at least, in elementary manual training and sewing. Eventually, however, it will likely be necessary to appoint a teacher for these manual arts.

Sixth. Supervisor of practice. A supervisor of practice should be appointed, whose whole and undivided time shall be given to the group of pupils who are engaged in practice teaching. It may be thought desirable to require this teacher to do "follow up" work in the schools, particularly in the cases of any who fail to "find" themselves after having been assigned to regular positions in the grades. The appointment of a teacher for this purpose is earnestly recommended. In my report of last year this matter was considered quite fully. [See pages 49-51 Report 1911.]

CITY NORMAL SCHOOLS COMPARED WITH STATE NORMAL SCHOOLS—ADVANTAGES AND DISADVANTAGES

This topic I discussed in one of my reports to the Board several years ago at a time when the establishment of a new normal school in this section of the state was being considered. What was stated at that time I still hold to be true, namely, that each has some advantages, and some disadvantages, as compared with the other. Thus the state normal school has the advantage of larger outlook, since it aims to supply teachers for a larger field and to make them acceptable to a larger number of superintendents, principals, and employing boards. The disadvantage that attends this larger purpose is lack of definiteness in what is taught. This appears both in theory and in practice. As a rule, it takes a state normal school graduate a longer time to "find" himself in a city school system—or, for that matter, in a rural school district; his knowledge is too general; it is not specific enough to meet special cases. The corrective to this is much practice work before pupils are graduated. In case a sufficient amount of practice work can be had under proper conditions—a difficult matter for a state normal school without its own independent practice schools—state normal schools need not suffer by comparison with the best city normal schools.

Again, few state normal schools are able to enforce rigidly a requirement of four years' preliminary high school education. This is said to be done, I know. The remedy for such a state of affairs would be to reject graduates from high schools known to be weak, or from any which had ever offered poor material. It might be well, perhaps, to examine without discrimination all high school graduates who offer themselves for admission to state normal schools. This policy has been recommended, I believe, by one of our state normal school principals. There is, however, a natural antipathy against rejecting graduates of reputable high schools.

City normal schools, similarly, have their special drawbacks. Deriving their pupils largely from a single source, if there is any fault in the preparation it is likely to be a general fault, that is to say, if one pupil is mentally cross-eyed, a great many are so. To illustrate, if spelling or reading or writing or mental arithmetic is neglected by the local high schools, whose graduates largely comprise the membership of the local normal school, the situation is particularly unfortunate, because one cannot be rejected without in justice rejecting all.

But after all has been said, the difficulties attending the training of teachers, are much alike, whether in the isolated state normal school or in the normal school of the congested city.

The conditions of successful work in both are:

(a) Thoroughly prepared candidates—always difficult to secure.

(b) A carefully chosen and well paid staff of teachers—here the conditions favor ordinarily the city normal school.

(c) A curriculum that is definite and not overloaded, with time enough to complete it.

(d) Absence of pressure from any source to graduate the unworthy—or what is equally good, power to resist such pressure.

Given these conditions, I see no good reason for preferring a city trained normal school graduate to a state normal school graduate, and should, as I have previously stated, be glad to see all preferences other than those based on individual efficiency abolished.

WHY THE PEOPLE OF NEWARK SHOULD ASK THAT THE CITY NORMAL SCHOOL BE MADE A STATE NORMAL SCHOOL OR DEMAND, AT LEAST, THAT SOME OF THE EXPENSE OF MAINTENANCE BE BORNE BY THE STATE

The duty of training teachers was early assumed by the state in pursuance of the theory that the maintenance of the schools is a state function. That schools cannot be maintained efficiently without trained teachers is a truism that nobody now disputes. Owing to the fact that the supply was not equal to the demand, the cities of the state, or some of them at least, felt it incumbent upon themselves to train their own teachers. Several cities in New Jersey, as Newark, Jersey City, Camden, Paterson, Trenton, and Elizabeth, established training schools, some of them in connection with their high schools. These schools, which were merely makeshifts at first, have developed in most instances into full-fledged normal schools, with elaborate courses of study, a trained corps of teachers, and adequate equipment for work of the best kind. At the outset the cost of maintenance was slight—often the employment merely of one or two specially qualified teachers. At the present time, however, the cost of maintenance has become so great as to impose no small burden upon local taxpayers. Take the case of Newark for example. It cost for the year 1911-1912 to maintain the Newark Normal school $24,295.06, no inconsiderable sum to be taken from the pockets of taxpayers. But, in addition to this, Newark helps support two state normal schools, with the probability that other state normal schools are soon to follow. Why should not the cities of the state that support their own local normal schools receive a rebate of some kind—either a certain fixed percentage of the amount expended, or a per capita allowance, to be fixed by the Legislature, based upon the number of pupils taught? The State of New York long since recognized this equity and pays an annual per capita allowance to school districts maintaining teachers' training classes.

The answer usually made to this question of allowance is that the local normal schools are not governed and administered by the state. In a sense they are governed and in a certain sense they are administered by the state. Thus, the qualifications necessary for a license to teach are fixed by the state, and the course of study must have the approval of the state. If it were thought best, as in New York state, to have local boards of trustees appointed to assist the State Department in the administration of these schools, legislation to that effect might perhaps be secured.

The objection might be raised on the part of cities that in alienating control the advantage now enjoyed of exclusive use for local needs would be lost. But little weight should be given to this objection. The city of Newark is only interested in securing a sufficient supply of trained teachers. A full normal school would reasonably guarantee an adequate number of teachers, provided the salaries paid in Newark were reasonably high. If our normal school were a state normal school its diploma would qualify the holder to teach in any part of the state, as well as in Newark. While this would be an advantage to the holder, it would not in all probability lessen the proportion of graduates who would prefer to teach in Newark.

What, then, are the objections, if any, to this plan on the part of the city of Newark? They may be summed up briefly as follows:

(1) Local control would be lost.

(2) Exclusive enjoyment and use would be lost.

Both these objections would be fully compensated for by the reduced cost to the city in the training of its own teachers.

The objection, if any, on the part of the state would be:

(1) Additional expense to the state.

To this objection it is urged that the state is equitably bound to supply trained teachers to all the schools of the state, cities included.

Very likely the city of Newark is quite willing to go on doing what it has so generously done in the past, that is, pay liberally for the support of state normal schools while assuming the whole burden of training its own teachers. What would happen if Newark and the other cities of the state were to cease maintaining their local normal schools and were to look for their supply of trained teachers to the state normal schools? A dearth of teachers would at once be felt in school districts that could not successfully meet the competition. Now the city of Newark is supplying its own teachers, wholly at its own expense, and is brought into competition with other school districts only to a relatively small extent.

The situation is one that will sooner or later receive the attention of local taxpayers, and will result no doubt in an effort being made to secure some kind of remedial legislation. Either the state should assume control of city normal schools, as it seems to me, or should contribute an equitable sum for their maintenance.

SPECIAL SCHOOLS AND CLASSES

In last year's report (see pp. 79-80 and pp. 103-116) considerable space was given to the discussion of special school activities. The special schools and classes already organized and in operation comprise the following:

(*a*) Schools for truants and incorrigibles (ungraded).
(*b*) School for tubercular children.
(*c*) Classes for defectives (feeble-minded).
(*d*) School for the deaf.
(*e*) " " " blind.
(*f*) Fresh air classes for anaemic and sickly children.

All the foregoing types of schools have been successfully conducted during the past year. No effort has been made to add to the number although two additional types have been under consideration, namely, a school for crippled children and a school for children suffering from trachoma.

The difficulty attending the extension of these special school activities has not been so much due to a lack on the part of the Board of the necessary funds to maintain them, as to find a place for them in any of our present school buildings. As new buildings have been erected from time to time to take the place of old ones discontinued for regular school work, it was expected that a few at least might be fitted up and used for special purposes; but so great has been the pressure for room in the regular grades that even this expected source of relief has failed us. Thus it was hoped that the State Street building might be wholly occupied as a school for defective classes; the need, however, of additional room for the Seventh Avenue school overflow, has thus far made it impracticable. Immediate steps should be taken by the Board to house some, if not all, of its special schools in suitable buildings erected for the special purposes.

In particular the following schools should be provided with new buildings:

SCHOOL FOR TRUANTS AND INCORRIGIBLES

A third school (ungraded) for the accommodation of truants and incorrigibles is needed to take the place of the Academy Street school which, aside from its central location, is in every other way unsuited for its purpose. It has no shop, no gymnasium, no shower baths, no playgrounds—indeed, no facilities other than a fairly good-sized class room for book study and recitation. There being no playgrounds, it is impossible to keep the boys off the street at noon intermission and at other times, although the school is located in one of the most congested business sections of the city. I would recommend that a site be purchased and a suitable building erected just as soon as practicable. The site selected should be as far north as Sussex Avenue and fairly midway on a line drawn through the city east and west. In order to find a suitable site, it may be necessary to go considerably farther north than Sussex Avenue. This could be done and the school still be reasonably accessible to the district to be accommodated.

SCHOOL FOR TUBERCULAR CHILDREN

The school for tubercular children is now housed in the Elizabeth Avenue building. The objections to the provisions already made for this school relate both to the site and building. The site is at the extreme southern end of the city and accessible by the Elizabeth Avenue trolley lines only. The plot of ground on which the buildings stand is altogether too small affording no opportunity for the children to sit or walk or play or sleep out-of-doors—unless a covered pavilion be thought of as out-of-doors. Children afflicted with tuberculosis should have plenty of room to exercise and to play on the turf—not on a board floor. There should be grass, and trees, and flowers, and sunshine. There should be freedom from the noise and traffic of a public thoroughfare. Quiet, repose, comfort and happiness are important curative factors as well as fresh air, sunshine, and nutritious food. With so many broad acres of available space within the area of the city of Newark, that could be secured at the present time for the use of a school of this kind, it seems short-sighted to go on in the present manner giving only half treatment to our unfortunate little patients. The number of pupils to be accommodated in a school for tubercular children, the size and character of the building, or buildings, needed, etc., are all matters that can be quickly settled as soon as the main proposition of building a new school is determined upon. I sincerely hope the Board may find it possible to take this matter in hand at an early date.

SCHOOL FOR THE FEEBLE-MINDED

The College Place school for defectives (feeble-minded) should be comfortably housed in a building of its own. The present location of the school is all that could be desired, since it is surrounded by several of the largest schools in the city, including the Belmont Avenue, Eighteenth Avenue, Charlton Street, Morton Street, Montgomery, Monmouth Street, Thirteenth Avenue, Washington Street and Newton Street schools—all within easy walking distance. As to size of building, it would be desirable, it seems to me, that it should accommodate at least eight to ten classes, that is to say, 120 to 150 pupils. Since it is desirable that industrial subjects should be taught to this class of children, suitable shops and kitchens should be provided. There should be a gymnasium, shower baths, assembly room, and the usual provisions made for normal children. I would specially urge the purchase of a site and the immediate erection of a building of the general type and character described.

SCHOOL FOR THE DEAF

The removal of the classes for the deaf from Chestnut Street to the James Street building has afforded an opportunity to enlarge the deaf school by two additional classes and to organize the instruction in such a manner as to render it still more effective. I doubt whether there is anywhere in the country a school for the deaf that is more pleasantly housed, managed, and taught. In visiting the school, I am always reminded of a pleasant home—so interested, hopeful, and happy are all the children. I can not too strongly urge upon all who are interested in the special school activities that are being conducted by the Board, to visit this school from time to time for the sole purpose of learning how obstacles that seem insurmountable can be overcome by patient, scientific effort. To witness the marvelous progress made by these pupils taught exclusively by the oral method is to become convinced that the day of miracles has not passed.

SCHOOL FOR THE BLIND

The school for the blind consists as yet of one class only, and is located on the first floor of the Washington Street building. The number of pupils has gradually increased from one to ten, which is the maximum number that ought to be allotted to a single teacher, particularly when, as in this case, the class is ungraded. Another year provision should be made for some assistance in the mechanical work attending this kind of teaching, such as the typewriting and printing (Braille) required to be done to translate the text books in use into a form usable by the blind pupil. The work done by some of the pupils in the blind class has been of a remarkable character, eliciting highly favorable comments from all who have seen it. One pupil in particular, a girl who had never been to school before except for a few months, very nearly completed the entire grammar school curriculum in little more than a year of study.

It is gratifying to know that the number of blind children in the city of Newark is so small as to make the creation of additional classes unnecessary at this time. The location of this class in the Washington Street school is satisfactory, since it is necessary that pupils—as in the case of the girl just mentioned—should be able to attend classes and do the regular work in all grades.

FRESH AIR CLASSES

Fresh air classes are being conducted in two schools only, one at Morton Street and another at Madison school. Both these classes are recruited from pupils of the immediate vicinity, who are recommended for fresh air treatment by the medical inspection department. Authority was given the superintendent to create other classes as satisfactory quarters could be found; but herein has lain the difficulty, that so few of the schools have unused rooms suitable for the purpose. Rooms that have been practically condemned on account of poor heating, insufficient lighting, or other cause, for children in normal health should not be appropriated and used on grounds of economy, or otherwise, for sickly children. The medical inspection department has taken this position which seems to me to be the right one to take. In all new buildings and whenever old buildings are being renewed, provision should be made to adapt at least one room for use of a class of anaemic children.

EVENING SCHOOLS

The rapid and continuous growth of the evening schools from year to year has long since ceased to be a matter of surprise. Since their reorganization in 1901—eleven years ago—once only, in the year 1910, have they failed to show a considerable percentage of increase in total enrollment, as well as in average attendance, over each preceding year. The enrollment last year reached the high total of 14,810, a gain over the preceding year of 1,140 or 8.3 per cent. For the year of this report 1911-12, the enrollment reached the unprecedented total of 16,219, a gain of 9.5 per cent.

PUBLIC SCHOOL ATHLETIC MEET, SUSSEX AVENUE

GIRLS' FOLK

SUSSEX AVENUE

INITIATING THE STOCKHOLM

DIVISION BRANCH BROOK PARK, AUGUST 23, 1912

DANCING CONTEST

SCHOOL PLAYGROUND

OLYMPIC GAMES AND DRILLS

To show how the evening schools have sprung into prominence: Between the years 1891 and 1902, the increase in enrollment was 1,600, or 57 per cent. only; between 1902 and 1912, the increase has been 11,757, or over 263 per cent. The gain made during the past year, in fact, is almost as great as that made in the whole eleven years preceding 1902.

The following table gives the number of schools of each kind, the enrollment and attendance of pupils and the number of teachers employed:

Evening Schools Maintained During the School Year 1911-1912

Name of school	Total number enrolled	Average daily attendance	Total number of teachers
Technical—			
Fawcett Drawing	1,024	525	21
Boys' Industrial	138	72	5
Total	1,162	597	26
Industrial High—			
*Barringer Gymnasium	261	49	2
Bergen Street	1,217	335	21
Central (Burnet Street)	1,157	375	28
East Side C. & M. T.	466	152	13
Franklin	578	163	14
Hamburg Place	679	331	19
Morton Street	827	231	16
Thirteenth Avenue	863	305	20
Total	6,048	1,941	133
* Gymnastics only.			
Elementary—			
Belmont Avenue	1,061	459	25
Bergen Street	308	150	6
Burnet Street	237	103	5
Central Avenue	561	239	11
Eighteenth Avenue	637	277	16
Franklin	600	229	11
Hamburg Place	579	299	11
Lafayette Street	730	336	17
Morton Street	845	344	15
Newton Street	417	163	8
Seventh Avenue	531	232	13
South Street	321	118	6
South Eighth Street	371	169	9
South Market Street	272	113	7
South Tenth Street	696	382	16
Thirteenth Avenue	459	208	9
Washington Street	384	229	9
Total	9,009	4,050	194
Grand Total	16,219	6,588	353

By total number enrolled is meant total number attending some part of the term. Average daily attendance is found by dividing total days actual attendance by whole number of days schools were open. For comparison with other school systems, average attendance obtained by the above method is the only reliable basis. Some cities, as New York, report enrollment as number of pupils who apply for admission.

Two new schools were opened: the East Side high school and the Boys' Industrial school. One school, the Alexander Street, was closed, thus making a net increase over last year of one school only. The gymnasium of the Barringer high school was opened for the use of women. Other changes made this year were the abandonment of shop work in the Burnet Street and Morton Street industrial high schools, and the introduction of shop work in the South Tenth Street and Seventh Avenue elementary schools.

Several important changes in the course of study were made as follows:

(1) A preparatory class for exceptionally backward pupils was created.

(2) The courses in history and geography were made more definite.

(3) Greater emphasis was laid upon spelling, and upon the attainment of speed and accuracy in arithmetical computation.

(4) Greater attention was paid to conversational exercises and to selection of reading matter in classes of foreigners.

(5) A sharper distinction was made between the English instruction given in commercial and in academic courses in high schools.

CLASSES FOR FOREIGNERS

The enrollment in classes for foreigners shows a small increase over last year's report. We have been considerably handicapped in past years in finding suitable reading material for foreign classes. The books supplied to the children in the day schools are not as a rule well adapted for adult pupils who are just beginning to read. The material is childish and the vocabulary not what adults most need. A liberal supply of specially adapted reading matter is being gradually procured. Reading lessons for advanced pupils that are based upon history, geography, elementary science and current topics, are most enjoyed. On account of the interest manifested in matters relating to naturalization, teachers of foreign classes should be required to possess clear and definite knowledge of the subject. The North American Civic League for Immigrants has offered to supply us with pamphlets relating to naturalization and the duties of citizenship free of cost. One of these pamphlets should be given to each foreign pupil. The Department of Commerce and Labor, Washington, also distributes free a pamphlet bearing upon the same matters.

VOCATIONAL CLASSES FOR WOMEN

These classes have been exceedingly popular and are among the most successful we have in the evening schools. They show the earnest desire that is felt by so many women who have not enjoyed the instruction in sewing, cooking, dressmaking, millinery, etc., now given in the day schools, to become more familiar with these household arts. Supervisor Taylor is of the opinion that the introduction of these subjects has done a great deal to popularize the evening schools. They have attracted a class of pupils who formerly knew little and cared less about what the evening schools had to offer. Attracted in the first instance solely by these subjects, many of them have been induced to take up other branches.

ACADEMIC STUDIES *VS.* TECHNICAL STUDIES

Although the academic classes hold their own in the high schools it is obvious that subjects having a more definite purpose, as commercial studies, manual training, domestic science and art, and Regents' Examination courses are desired by the larger number. Opportunity should be given, in my judgment, to all pupils who wish to pursue cultural studies; but the most important field for the evening high schools is the training of wage earners along special and practical lines. The opening of the shops of the

Boys' Industrial school and of the East Side high school have already enlarged the slender opportunities heretofore offered. The opening another year of the shops of the Central Commercial and Manual Training high school will still further enlarge this opportunity.

FAWCETT DRAWING SCHOOL

This school has been able to hold its own in enrollment despite the opening of the Boys' Industrial school and the East Side high school; also in despite of the drawing classes that have been opened in several of the industrial high schools. The opening next term of the Central Commercial and Manual Training high school with its splendidly equipped shops, may have the effect of reducing the enrollment in the Drawing School. I am of the opinion, however, that the loss of pupils will not be so great as some anticipate. The opening of new schools, as a rule, has not had the effect of permanently reducing enrollment in other schools. I have often expressed the opinion that the Drawing School must eventually become a pure trade school. As such it will not duplicate other schools, as the Central high and East Side high, but will be clearly differentiated and will have its own type of students. Much thought, and perhaps some experimenting, will be needed in order to determine the proper work to be assigned permanently to each of these three schools in order to prevent unnecessary duplication and consequent expense. The head of the Drawing School, Mr. Cephas I. Shirley, who is a practical mechanic as well as engineer, can be safely relied upon to work out this problem so far as concerns his own school, at least. The Central high school and the East Side high school are located so far apart that duplication of courses will doubtless be found necessary. Each school will have a large enough territory of its own in which to work out its problems and to build up a great school suited to the special needs of its constituency.

EAST SIDE HIGH SCHOOL

Owing to the fact that this school was not fully equipped when the evening schools opened in the late fall and that several of its shops were not equipped by the close of the term, no adequate test could be had of what instruction is most needed by those who reside in the district. There were 466, however, who enrolled, which is certainly a good beginning. Another year I shall expect to see this school jump into considerable prominence since all its shops are now fully equipped. Like the Central high this school, it seems to me, should encourage technical and vocational branches rather than literary. Its appropriate field should be to train workmen (and workwomen) for the industries of the city; academic training and even commercial and domestic training should be of secondary importance.

BOYS' INDUSTRIAL SCHOOL

The Boys' Industrial school has been discussed under a separate head. Its field will be quite different from that of any of the high schools or the Drawing School.

STUDY CLASSES IN EVENING SCHOOLS

In respect to the value of these classes there has always been a difference of opinion. They are intended for pupils whose facilities for home study are not favorable. The plan is to put a teacher in charge of a class of 25 to 35 pupils—one who is capable of giving them the necessary help in any of their studies. Only three such classes were maintained this year. All three were reported by the Supervisor as satisfactory. The pupils attending these study classes were in general earnest and studious. Quite a great many earned their regular promotions by reason of the study done and help received in evening schools.

GENERAL LINES OF IMPROVEMENT

Improvement of the evening schools will, in my judgment, come as follows:

1st. By more careful organization of classes before they open and during the first week after they open. Economy as well as efficiency suggests that only as many and only such classes should be opened as are likely to be maintained the greater part of the season. A large enrollment is not to be desired if attended by unnecessary expense.

2nd. Not all industrial high schools should be required to teach a full line of subjects. Schools should be differentiated as are the day high schools. Mechanical drawing, for instance, except in connection with shop work, should not be taught except in the four technical schools; namely, the Drawing School, the Boys' Industrial school, the East Side high school and the Central high school. These four schools are widely separated making high school attendance fairly easy for all.

3rd. Classes should be consolidated whenever the number of pupils becomes too small for economical teaching. The objection to consolidation is that in many cases pupils become dissatisfied and leave. If due caution is taken to see that pupils do not suffer by such consolidation (and ordinarily they need not suffer) loss of pupils by consolidation may be reduced to a minimum.

4th. Pupils should be discouraged from taking too many subjects; and from taking subjects that may have to be given up when consolidations are made, as they may be, later. A great deal of careful thinking should be done by the principal at the beginning. An ounce of forethought in managing a school is better than a pound of afterthought. The best way to be rid of difficulty is to avoid it from the beginning. Hasty and careless organization by the principal of an evening high school is bound to be expensive. The incentive to haste and carelessness is usually the desire to enroll every one that applies and to give him all that he asks for. Most persons, if tactfully treated will enroll in the classes suggested by the principal as the most desirable.

For further data as to evening schools see *Statistics.*

ALL YEAR SCHOOLS

In the month of May, 1911, a recommendation was made by the superintendent of schools to establish two all year schools, one in the Belmont Avenue building and another in the Seventh Avenue building. Although this recommendation received the approval of the Committee on Instruction and Educational Supplies, it was impossible to go ahead because no appropriation for this purpose was contained in the budget. It was decided, therefore, to lay the matter over for a year. Early in the present year, and before the budget was made up, the attention of the Board was again called to the matter, and the necessary funds to establish two all year schools were duly provided. Two schools were accordingly opened as all year schools on June 1st, 1912.

The Belmont Avenue and Seventh Avenue schools were selected in preference to other schools for the following reasons:

(1) Each was located in a thickly congested district where social and economic conditions are favorable to an all year school.

(2) A large percentage of the children have been accustomed to attend the summer schools, which, for many years have been maintained in these buildings for six weeks during July and August.

(3) The pupils of these schools are mostly of foreign descent—Jewish and Italian—whose parents are desirous of having them make as rapid progress as possible.

(4) Both are large schools, regularly enrolling about 2,000 pupils each, a number large enough to secure a safe as well as economical trial of the plan.

(5) A preliminary canvass of pupils likely to attend the all year schools showed a probable enrollment of about seventy per cent. of the entire number regularly enrolled.

(6) The principals of both schools are good organizers and well equipped professionally—none better—for an experiment of this kind.

(7) The failure of the experiment under these favorable conditions would not be chargeable to bad management; but, rather, to some radical defect in the all year plan itself.

Owing to delay in securing the necessary appropriation the preliminary steps toward organizing these two all year schools had to be taken somewhat hastily during the latter part of May in order that the plan might be put into full operation on June 1st. The organization, however, was easily accomplished by dividing each regular year, or grade, into three divisions, called C, B Advanced, and A Advanced. The course of study, also, was divided into three equal parts of twelve weeks each. The following diagram will illustrate how the two plans may be operated in the same school system side by side:

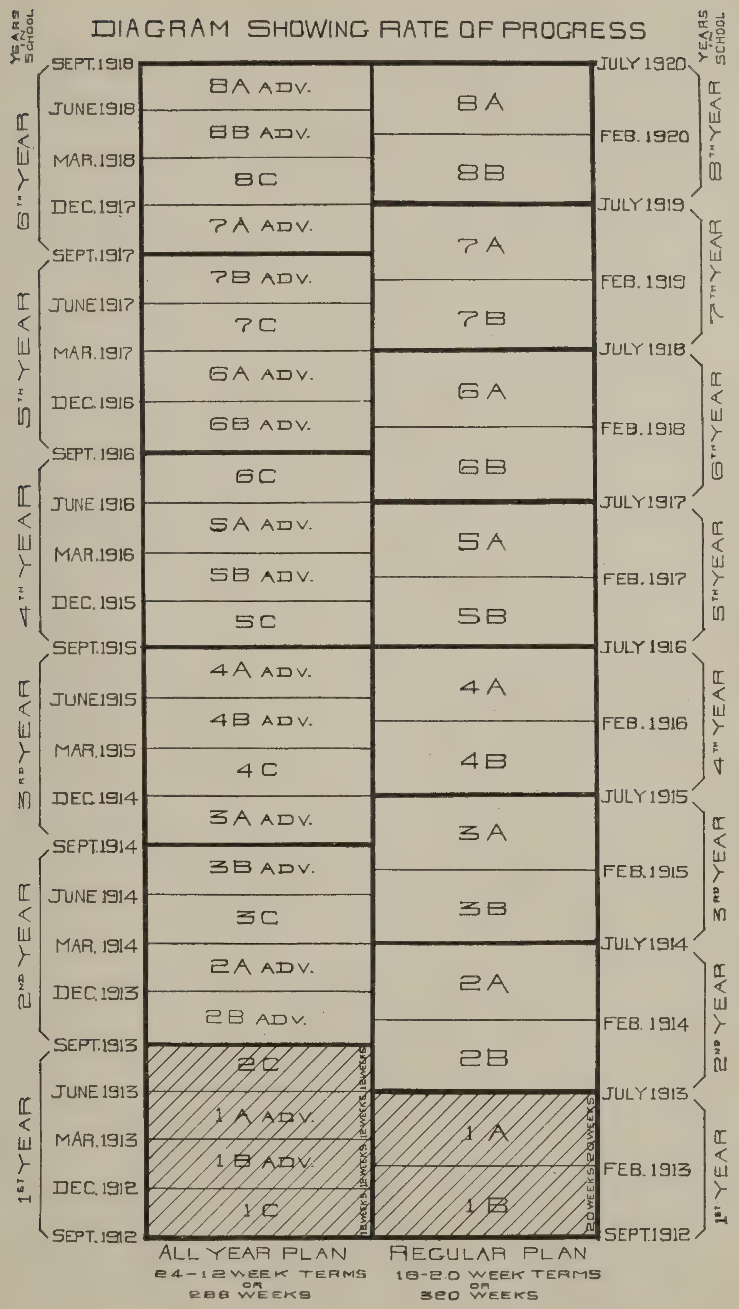


DIAGRAM SHOWING RATE OF PROGRESS
YEARS IN SCHOOL
SEPT. 1918
JUNE 1918
MAR. 1918
DEC. 1917
SEPT. 1917
JUNE 1917
MAR. 1917
DEC. 1916
SEPT. 1916
JUNE 1916
MAR. 1916
DEC. 1915
SEPT. 1915
JUNE 1915
MAR. 1915
DEC. 1914
SEPT. 1914
JUNE 1914
MAR. 1914
DEC. 1913
SEPT. 1913
JUNE 1913
MAR. 1913
DEC. 1912
SEPT. 1912
6TH YEAR
5TH YEAR
4TH YEAR
3RD YEAR
2ND YEAR
1ST YEAR
8A ADV.
8B ADV.
8C
7A ADV.
7B ADV.
7C
6A ADV.
6B ADV.
6C
5A ADV.
5B ADV.
5C
4A ADV.
4B ADV.
4C
3A ADV.
3B ADV.
3C
2A ADV.
2B ADV.
2C
1A ADV.
1B ADV.
1C
12 WEEKS
8A
8B
7A
7B
6A
6B
5A
5B
4A
4B
3A
3B
2A
2B
1A
1B
20 WEEKS
YEARS IN SCHOOL
JULY 1920
FEB. 1920
JULY 1919
FEB. 1919
JULY 1918
FEB. 1918
JULY 1917
FEB. 1917
JULY 1916
FEB. 1916
JULY 1915
FEB. 1915
JULY 1914
FEB. 1914
JULY 1913
FEB. 1913
SEPT. 1912
8TH YEAR
7TH YEAR
6TH YEAR
5TH YEAR
4TH YEAR
3RD YEAR
2ND YEAR
1ST YEAR
ALL YEAR PLAN
24-12 WEEK TERMS OR 288 WEEKS
REGULAR PLAN
16-20 WEEK TERMS OR 320 WEEKS

The foregoing diagram is designed to show the co-ordination of the all year plan with the regular plan, the correspondence of the various grades under both plans, the length of time taken by both plans to cover the elementary school course and also the comparative progress of pupils by the two plans.

It will be seen that each year's work under the regular plan is divided into two terms of twenty weeks each; while each year's (or grade's) work under the all year plan is divided into three terms of twelve weeks each. Thus the C class in each grade will do the first two-thirds of the work of the corresponding B class of the same grade under the regular plan. The B Advanced class in each grade will do the last one-third of the work of the corresponding B class and the first one-third of the work of the corresponding A class. The A Advanced class will do the last two-thirds of the work of the corresponding A class. This division makes it comparatively easy to assign a pupil transferred from another school to the proper grade with little or no loss of time, or grade, to the pupil so transferred.

The pupil attending four twelve week terms in any calendar year gains one-third of a grade's work over pupils under the regular plan. This means a gain of two full grades in six years, enabling the pupil to complete the eight grades' work in six years instead of eight years according to the regular plan. Thus a pupil entering the first grade Sept. 1, 1912, under the regular plan and making regular progress will be able to enter the high school Sept. 1, 1920; whereas a pupil entering the first grade at the same time and progressing regularly through the grades of the all year plan will be ready to enter the high school Sept. 1, 1918, that is, two years earlier.

It is essential in order that the regular plan, and the all year plan, may be carried on side by side and without friction, that the dates for the beginning and ending of vacations should be, as nearly as practicable, the same. *This is easily effected because of the fact that the eight added weeks of the year are all in July and August when the regular pupils are having their vacation.* Instead of the usual ten weeks vacation in the summer, the all year pupils get but two weeks. At all other times of the year pupils under both plans have vacations of the same length and at the same time.

Such, in brief, are the practical details of the all year plan. I have not been able to find any serious difficulties on the administrative side. Owing to the fact that the course of study under the all year plan is divided into three sections of twelve weeks instead of into two sections of twenty weeks, and inasmuch as our high schools are all now organized on the latter plan, the class that graduates from the all year school on December 1st will not be able to enter the high school until February 1st, eight weeks later. So, also, the classes that graduate March 1st and June 1st cannot enter the high school immediately without some readjustment being made. It may be found desirable to make one of our four high schools an all year school; or to provide for the admission into the high schools of irregular classes, as is done in the case of promotions from the evening elementary schools to the evening high schools which have a longer term and whose graduations are not synchronous.

WHAT THE ALL YEAR PLAN CONTEMPLATES

(1) To save two years of the time now regularly required to complete the elementary school course. A study of the foregoing chart will make this clear.

(2) To prove that under proper conditions of discipline and instruction, pupils will suffer no physical or mental injury by reason of an additional eight weeks of school attendance during the months of July and August. The experience of the present year seems to prove this conclusively. There has been almost no absence due to illness. Attendance has been exceptionally high.

(3) To prove also that the continuous session through July and the greater part of August saves an enormous loss of time and energy. Evidence is accumulating that at least half of June is ordinarily wasted under the regular plan, owing to studies coming to a standstill pending examinations and summer vacation. What might be expected if business were similarly organized, that is, if production

were to cease while an inventory is taken during the middle or latter part of June, and the plant be permitted to lie idle until toward the middle of September? In the great majority of schools under our present system, time is wasted in this manner. We exhaust too much of our capital and energy in "getting ready to stop" and in "getting ready to begin."

As a result of this year's experiment, I am disposed to make the following recommendations for the coming year:

(1) That the experiment be continued in the Belmont Avenue and Seventh Avenue schools.

(2) That one, or perhaps two, more of our best attended summer schools (six weeks half day schools—we have twenty-eight of them) be made all year schools, beginning June 1st, 1913.

(3) That one of our three high schools, preferably the Central Commercial and Manual Training, be organized on the all year plan.

(4) That the number of all year schools be increased only gradually thereafter as the public with full knowledge of their value, may insistently demand.

My reasons for not recommending that a larger number of schools be made all year schools at this time are the following:

(1) It is not desirable, if it can be avoided, to make any mistakes. Up to the present time I am certain none have been made. It will require additional experience covering several years in order to find out whether our present all year plan is the best that can be devised.

(2) I believe that the demand for improved school opportunities will come from the school districts themselves when the advantages of the all year plan become better known. It is better, as a general rule, to have a strong public demand behind any movement so radical as this. Newark has the credit of inaugurating the summer school movement in the United States twenty-seven years ago, in the year 1885. To-day nearly every city of much educational importance has dropped into line. The result of our early beginning is that to-day, saving New York City which is upwards of fourteen times the size of Newark, no other

city in the United States enrolls as many pupils in summer schools as does Newark. Our present summer school enrollment, including both summer schools and all year schools, exceeds 17,000 pupils, with an average daily attendance of about 12,500 pupils. (See separate title *Summer Schools.*)

The following table contains statistics relative to enrollment, attendance, etc., of the two all year schools for the term beginning June 1, 1912, and ending August 23, 1912—twelve weeks.

Statistics of Enrollment, Attendance, etc., All Year Schools From June 1, 1912, to August 23, 1912

	Grammar	Primary	Kindergarten	Total
Total enrollment	764	1,695	390	2,849
Average enrollment	703	1,541	370	2,614
Average attendance	668	1,427	302	2,397
Number who left during term	81	182	19	282
Per cent. of attendance (State rule)	94.9	92.5	81.3	91.7
Number of pupils promoted	651	1,311	...	1,962
Number of pupils not promoted	29	184	...	213
Per cent. of pupils promoted	95.7	88	...	90.2
Number of cases of tardiness	102	376	67	545
Number of cases of truancy	2	1	...	3
Number of cases of illness of pupils attributable to school	1	....	...	1
Number of days illness of teachers (73 in all).....	...	....	...	13½
Number cases of quarantine, teachers and pupils..	...	....	...	5

Reasons for non-promotion—Irregular attendance, 43; personal illness, 0; mental incapacity, 43; physical defect, 5; lack of interest, 25; entered late, 12; other cause, 85; total non-promoted, 213, or *nine and eight-tenths per cent.*

REPORTS OF PRINCIPALS OF ALL YEAR SCHOOLS

Report by Mr. Edgar S. Pitkin, Principal of the Seventh Avenue All Year School

To Supt. A. B. Poland,
Dear Sir:

I am pleased to report that the first term of the all year school proved successful in every respect. An experiment of this kind to be considered a success must be tested in all of the following particulars: (1) Did the health of the children suffer? (2) Did the health of the teachers suffer? (3) Did the enrollment prove that the experiment was a popular one? (4) How did average attendance compare with that of the regular school term? (5) Were the pupils able to do the work outlined, and did the summer weather in any way affect their work? (6) How did the percentage of promotions compare with that of other terms? (7) What disadvantages have been observed? (8) Will it be difficult or impossible to co-ordinate the all year or four term plan with the regular or two term plan?

Considering the above *seriatim,* it is my opinion based upon careful observation of the experiment since June 1, 1912, that the following conclusions are fairly justified:

(1) The general health of the children did not suffer in the least. A few anaemic children were excluded; but of those who attended the number absent from illness was extremely small. The summer is not the time of year when children's diseases are most prevalent and, therefore, little time was lost by reason of quarantine. The medical inspector watched the health of the children very carefully and did not report any injury due to school work; on the contrary, the health of the children undoubtedly improved. This was due in a measure to the work of the doctor, and especially to the work of the nurse in treating infected sores and minor infectious diseases and in giving talks on personal hygiene. The children came to school with clean hands and faces, with neatly combed hair and with clean clothes, showing that correct habits of personal hygiene, which are often nearly destroyed by the long summer vacation, had been duly inculcated.

(2) Most of the teachers reported that they felt less exhausted than at the close of the regular school year in June. This was no doubt largely due to the fact that the troublesome and lazy pupils did not enroll for the summer months. There was very little illness among teachers. In fact the average number of absences per month was very much less than during the year from September to June.

One teacher only gave up on account of her health. Not being a good disciplinarian and never having had Italian children to deal with, she was exhausted by the discipline required rather than by the work. A school that is able to retain a large majority of its own teachers will be most successful. My own teachers almost without exception kept from 80 per cent. to 95 per cent. of their classes; while teachers from other schools, except in one or two instances, were unable to do so well. When the teachers in the city realize that the work of the summer is neither nerve racking nor especially wearing, and that the character of the pupils in attendance makes the work easier and pleasanter than that of the regular term, I am sure a larger number will wish to remain and teach during the summer session.

(3) The number enrolled was about 70 per cent. of the normal enrollment. This enrollment varied in different grades, ranging from 90 per cent. in the lowest (and in the highest grades) to less than 50 per cent. in some of the middle grades. This may be accounted for as follows: In the upper grammar grades pupils can easily figure out for themselves how much they will gain by attending the summer term. In the lower grades children can be of little assistance at home and are thought by their parents to be safer in school than on the streets. In the middle grades the pupils are of an age when they can be of assistance in the home, or by doing small jobs can earn small sums of money; they are

still too young to realize the benefits to be gained by attending the summer term.

(4) The average attendance for July was 92 per cent. on the enrollment, being higher than that for June. The percentage for August was still higher, several classes having an attendance of 100 per cent. Attendance, it should be said, was entirely voluntary. The attendance officer visited the school only a part of the time and then for the purpose of finding out reasons for absence. There was no compulsion.

(5) Pupils had no difficulty in performing their regular tasks. The work of the classes was characterized by cheerfulness, happiness and industry. The few hot days seemed to have little or no effect on the amount of work done.

(6) The percentage of promotions will be somewhat higher than the average for the other terms of the year. This is due somewhat, no doubt, to the fact that the pupils in attendance were the more ambitious ones and in many cases the brighter ones.

(7) So far as the summer term itself is concerned, no disadvantages have manifested themselves. It may be a slight disadvantage to the regular term's work that the younger, brighter pupils, those who naturally progress faster than others, have advanced still faster. There will be also a greater variation in the ages and sizes of pupils in the same grade than heretofore. These disadvantages are of small account, however.

(8) It will not be difficult to co-ordinate the work of the four term plan with the two term plan. Three of the twelve week terms under the all year plan will cover practically the same ground as two twenty week terms under the regular plan. The courses come together at several points, so that in transferring pupils to other schools there will be no trouble in placing them in grades where they will be most benefited. Pupils coming from other schools will be placed in grades corresponding to that part of the grade's work from which they were transferred. Thus an 8B pupil transferred to an all year school in the first three months of the term, will enter an 8C. If he come in the last two months of the 8B term, or the first two months of the 8A term, he will enter an 8B Advanced. In no case will there be an appreciable loss of time by reason of entering the all year course. This renders it entirely unnecessary to run both plans in the same school.

That pupils will be able in the six years' course to gain thirty-two weeks and to cover as much ground as is covered by the eight years' course, I believe to be true, for the following reasons:

(1) Owing to the terms being continuous, no time will be lost in getting pupils back on the track and at work after the long vacation.

(2) Eliminating useless subject matter—not subjects—will save a great deal of time. Thus if arithmetic is to be of any practical value to pupils after they leave school, they must be able to perform the fundamental operations rapidly and accurately, and to solve practical business problems; but such useless topics as indirect cases of interest, discount, insurance and commission, seem rather a means of confusing the child's mind than of serving any useful purpose.

Our all year school had to do its work under several serious handicaps such as contending against well equipped school playgrounds on two sides, and a park playground on a third. We have no playground for the girls and only a small one for the boys; still with indoor baseball and other games adapted to small spaces, pupils have been drawn from the streets and have manifested no particular desire to attend the outside playgrounds. A larger yard and a well equipped gymnasium would render the summer term more attractive and would no doubt hold a somewhat larger percentage of the upper primary and lower grammar grades.

The noise from the streets has been trying at times; but this is no worse than in June and September when, for the purpose of ventilation, the windows are necessarily kept wide open. If the Board of Street and Water Commissioners could be made to realize the great amount of nervous energy expended in schools to overcome street noises, I feel sure granite block would give way to asphalt, or better still to wood block pavement around every public school.

If the all year experiment is deemed a success by the Board of Education and is extended to two or more additional schools next year, there will be a considerable number of pupils ready to enter high school on December 1st and March 1st. At present no high school offers all year courses; but with several schools graduating classes December 1st and March 1st, it should be possible to form classes in some one high school at least and to continue them until the end of the year when pupils could then go into a regular course. Thus a pupil entering, say, December 1st could take two subjects and go rapidly enough in these two to complete them by February 1st when he could then enter a regular course. On entering March 1st the average pupil could probably complete three subjects by June 30th when he could then enter the regular course. This suggestion is made on the assumption that no high school is running on the all year plan. But by next year there will probably be such a demand for all year courses in the high school as to make their establishment by the Board of Education the part of wisdom. In industrial and commercial courses especially, the shortening of the time in school and the hastening of the day when the student may become a wage earner, may be a great factor in inducing pupils to complete the course.

It seems to me that such a splendidly equipped plant as the Central Commercial and Manual Training high school ought not to stand idle for two months in the summer while those who will one day be our skilled workmen are idling their time in the streets for want of a place to continue their education. The long summer vacation with its opportunities for employment, often of a kind which is not educational, is frequently the cause of fairly bright pupils leaving high school with their education half completed. If the term were continuous a much greater number would doubtless complete the course.

Respectfully yours,

EDGAR S. PITKIN,

Principal

Newark, August 23, 1912.

Report by Mr. Charles H. Gleason, Jr., Principal of the Belmont Avenue All Year School

To Supt. A. B. Poland,

Dear Sir:

I respectfully submit the following report of the summer term of the all year school at Belmont Avenue. As this is the first term of the plan, I shall endeavor to take up briefly those questions that are generally agreed upon as essential to its success, as well as points of interest which have arisen in the organization and management of the school.

(1) *Health of children.* The medical inspector and nurse have been in daily attendance. There has been one case of quarantine during the summer. The cases of skin disease have been fewer than usual. Perhaps the fact that the children are cleaner at this season of the year may help to account for the improvement noticed in their physical condition.

Children who had shown marked nervous tendencies during the preceding regular school term were advised to rest during the summer.

(2) *Health of teachers.* The records show that three days and two hours were lost by teachers because of illness—a record that compares favorably with any other two months of the year.

(3) *Attitude of the people of the neighborhood.* The enrollment of 1,484 pupils proves that the all year plan met with the approval of the people. At the beginning of July, a few children were admitted from other schools. Foreseeing, however, that the large number of applicants who wanted to enter would cause trouble in the organization of the school in the fall by wanting to remain, to the exclusion of other pupils residing in the Belmont Avenue school district, it was thought best to close the doors against further admissions.

(4) *Attendance officer.* The attendance officer reported at the school daily. He was directed to call upon parents and to state the desirability of their children being present every session, if they desired to have them promoted; he reported the causes of absence, but was not allowed to compel attendance.

(5) *Enrollment and attendance.* The following statistics need no explanation:

Average daily enrollment—July, 1,400; August, 1,341
Average daily attendance—July, 1,288; August, 1,259
Per cent. of attendance—July, 92.; August, 93.8

(6) *Course of study.* The course of study and daily programs were carried out with the same care and faithfulness as during the rest of the year. The special supervisors left suggestive outlines which they had modified to suit the season of the year. The pleasanter side of school work was emphasized, wherever possible; thus, songs in music; nature work in drawing; games in physical training, were substituted for work of a more formal character. Probably the greatest change made was in the type of occupations employed in the second, third and fourth years. Raffia, basketry and other kinds of manual work were introduced in place of much of the ordinary written work. This has been my first opportunity to try this experiment on an extensive scale in the primary grades. I should like permission to continue it during the remaining terms of the year.

(7) *Opening of the playgrounds and the regular six weeks half day summer schools.* I anticipated the opening of the summer schools and playgrounds with unusual interest. Some of my fellow principals had assured me that my all year pupils would then disappear. The Belmont Avenue school is within five minutes' walk of the following old and well established summer schools: Morton Street, Eighteenth Avenue, Charlton Street and Newton Street. The same is true of the playgrounds. Our attendance did

not appear to be affected in the least by the nearness as well as attractiveness of these competing schools and playgrounds.

Our school yard and gymnasium were kept open before and after school under the direction of Mr. Guido Cavallaro, the regular Belmont Avenue physical training instructor. Mr. Cavallaro organized a Boys' Patrol to help in the management. The daily attendance averaged about seven hundred. Shower baths were given after school in the gymnasium during the warm weather; an average of over two hundred daily took shower baths.

The gymnasium was used also during recess by pupils of the first, second and third years, who were given an opportunity to use all the apparatus under the supervision, of course, of the physical training instructor and their class teachers. While the boys were in the gymnasium, the girls were in the yard and *vice versa.* These recesses of the summer term have delighted the children and have created much interest on the part of visitors.

(8) *Transferred pupils.* The four-term plan and the two-term plan cover the same course of study, and are so arranged that they come together at certain definite points. There will be no difficulty whatever in placing pupils properly in cases of transfer, either to or from the all year school; it means simply that the grade will be designated by another name.

(9) *Visitors.* It has been gratifying to us to witness the interest manifested and the desire to "get down to business" on the part of our many visitors during the summer term. It was obvious that they were not visiting out of idle curiosity; but in order to see the actual conditions. Among those who inspected the school from a scientific standpoint were representatives from the New York Bureau of Municipal Research and the Russell Sage Foundation.

(10) *Promotions.* The percentages of pupils promoted August 23, 1912, were: grammar, 95.1; primary, 85.9; average, 89.1. These percents are higher than those of the term ending June 1st, 1912. This fact may be accounted for in part by the following reasons: (*a*) the pupils enrolled in the summer session were exceptionally ambitious, and realizing that the time was short made unusual effort: (*b*) pupils had a definite purpose and knew exactly what they were working for; (*c*) the divisions of the course of study into smaller parts or sections made concentration easier for the children, and the work easier for the teachers.

(11) *Results.* During the summer term ten hundred and ninety-three children have moved three months nearer to the completion of their elementary school course; twenty-eight pupils have graduated and are eligible for the high school.

(12) *Spirit of the teachers.* In concluding, I wish to commend the spirit shown by all my teachers toward their summer work. They were all deeply interested in the experiment. They never allowed their interest to flag, and were always ready to co-operate in every way that seemed to further the success of the experiment.

Respectfully yours,

C. H. GLEASON, JR.,
Principal

Newark, August 23, 1912.

SUMMER SCHOOLS.

Summer schools have been maintained successfully in the city of Newark for a period of twenty-seven consecutive years, that is, ever since the year 1885. They are open for six weeks during the months of July and August. These schools assemble at 8.30 and continue until 11.30 a. m. for five days in the week. Attendance is kept in the state school register under the same regulations as during the regular term of school. The course of study is somewhat different from that of the regular term chiefly because of the greater emphasis given to manual training and vocational studies. The value of these schools to the community has long since ceased to be a question of doubt. The original motive in establishing them was to keep children off the street. To enable pupils to make up deficiencies and in a few cases "skip" a grade in their regular studies and to keep them profitably employed were in the beginning secondary motives. This new aim is likely to come more and more into favor with the future development of summer schools. The inception of a new type of schools, namely, the all year schools with their continuous session will alter somewhat the function of the summer schools, so called, and necessitate a readjustment of aims. Since, however, it is the intention to organize the all year schools on an entirely distinct basis it will be easy to differentiate them from the summer schools.

The summer term of the all year schools will be part of a continuous and unbroken session beginning June 1 and lasting for twelve weeks. The summer schools are allied with and supplementary to the regular term schools. They are half day schools and are maintained for six weeks only.

The aims of the summer schools may be briefly stated as follows:

(1) To keep pupils off the street a part of the day while affording useful instruction; but with only incidental reference to the progress of pupils in the regular term's work.

(2) To give non-promoted pupils and those deficient in one or more studies an opportunity to win promotion or to make up such deficiencies.

(3) To enable pupils of exceptional brightness to "skip" a grade. The number of pupils of this kind is not large, but they are highly deserving, and provision should be made for them.

This last aim, namely, to enable pupils to "skip" a grade brings the all year schools and summer schools closest together, that is, both aim to help pupils gain time in making their progress through the schools. It will readily be seen, however, that the methods of attaining that end are quite different. In the all year school time is gained by pursuing an orderly procedure, that is, without any jumps; in the summer school by intensive work for six weeks (half days only) a few bright pupils may be enabled to "skip" a grade. To illustrate the difference in another way, the all year school "books" its pupils, so to speak, from the beginning for a six years' cruise; the regular term school "books" its pupils for an eight years' cruise. In the case of the all year schools, pupils may, if they wish, slacken their speed at any time by being shifted to a six and a half, or seven, or seven and a half, or to an eight years' course without embarrassment of any kind. In the regular eight years' course pupils can slacken their progress similarly by dropping back a grade; but to make faster progress it can be done only by "skipping" a grade. To enable pupils to do this to the best advantage the summer schools offer a special inducement. The summer schools have been ably administered as heretofore by Mr. Charles Grant Shäffer, Principal of the Elliot Street school and Supervisor of Summer Schools.

The following statistics for the year 1912, as compared with similar data for the year 1911, will be found to be interesting and suggestive:

Total Enrollment in Summer Schools

	Boys	Girls	Total
1912	7,065	7,306	14,371
1911	6,990	7,353	14,343
Increase	75		28
Decrease		47	

Average Enrollment, Average Attendance, and Per Cent. of Attendance

	Average enrollment	Average attendance	Per cent. of attendance
1912	11,318	10,039	88.6
1911	10,885	9,437	86.7
Increase	433	602	1.9

Distribution of Pupils by Departments

	Grammar	Primary	Kindergarten
1912	4,620	7,858	1,893
1911	3,986	8,433	1,924
Increase	634		
Decrease		575	31

The number of separate classes was: kindergarten 28, primary 152, grammar 55, promotion 85, making a total of 320—a decrease of 10 from the preceding year.

The number of teachers employed was: male 52, female 392, making a total of 444—a decrease of 16 from the preceding year.

The sources from which summer school pupils came were: public schools 11,944; private schools 1,402; never before attended school 975.

Statistics of Promotion Classes

Distribution by days attendance:	Males	Females	Total
Present between 1—10 days	271	211	482
" " 11—20 "	249	199	448
" " 21—30 "	907	928	1,835
Total number of pupils enrolled	1,427	1,338	2,765

Enrollment by subjects	Total enrollment	Left before examination	Did not take examination	Took examination	Passed examination
(1) For 1 subject:					
Boys	287	80	10	197	148
Girls	289	86	6	197	150
(2) For 2 subjects:					
Boys	334	79	4	251	170
Girls	295	69	3	223	140
(3) For 3 subjects:					
Boys	348	128	6	214	79
Girls	321	97	1	223	104
(4) For skipping a grade:					
Boys	458	130	1	327	188
Girls	433	100	0	333	177
Total Boys	1,427	417	21	989	585
" Girls	1,338	352	10	976	571
Grand Total	2,765	769	31	1,965	1,156

An inspection of the foregoing statistics without reference to the fact that two all year schools were also maintained during the past summer, will give a wrong impression as to the growth and popularity of our summer school system. For instance, there were 2,849 pupils enrolled in all year schools. This number added to the 14,371 enrolled in the regular summer schools gives a total of 17,220 which is an increase of 2,877 or 21 per cent. over the total summer school enrollment of last year.

Combined Statistics of Enrollment and Attendance of All Year and Summer Schools for 1912

	All year	Summer	Total
Total enrollment	2,849	14,371	17,220
Average enrollment	2,614	11,318	13,932
Average attendance	2,397	10,039	12,436
Per cent. of attendance..........	91.7	88.6	......
Number of pupils promoted.......	1,962	1,156	3,118
Number of pupils recommended to skip a grade	.....	*365	......

* Included also in number of pupils promoted.

SUMMER PLAYGROUNDS

Summer playgrounds were opened July 8, 1912, a week after the close of the regular school term in June, and continued until August 23, 1912, making a term of seven weeks as heretofore. There were twenty-two playgrounds in all, two more than last year. All were maintained on school premises and in connection with school buildings. It ought, perhaps, to be stated in this connection that the children of Newark are peculiarly fortunate in having three public institutions that supply playground facilities during the summer vacation; namely, the Board of Education, the City Playground Commission, and the Essex County Park Commission. All three boards maintain separate playgrounds which are so scattered as to be easily accessible to every child in the city.

The playgrounds maintained by the Board of Education are in operation on school days from 1 to 5 p. m. and on Saturdays from 8:30 a. m. to 12:30 p. m. Nearly all are equipped with the best up-to-date apparatus. The daily program includes as special features, children's games of many kinds, manual occupation work, physical training exercises, folk dancing and athletic sports. In addition to the twenty-two school playgrounds wherein play is organized, the regulations of the Board require the yards of all school buildings to be kept open for the use and enjoyment of the children of the neighborhood from 8 a m. to 5 p. m. each week day of the summer vacation—excepting Saturday, when the school yards are closed at 12 o'clock noon.

The summer playgrounds this year have been upon the whole more satisfactory than ever before. They were in better shape at the beginning, had a better corps of instructors, and have been supervised more closely. Accidents also have been fewer.

The following statistics enable a comparison to be made with results of previous years:

Average Daily Attendance in Playgrounds

	Under ten years of age	Over ten years of age	Total enrollment
1912	4,404	5,561	9,965
1911	4,388	6,121	10,509
Increase	116		
Decrease		560	844

Number and Sex of Instructors Employed

	Men	Women	Total
1912	59	96	155
1911	61	104	165
Decrease	2	8	10

In explanation of the apparent falling off in playground enrollment it needs to be stated that two of last year's playgrounds, the Belmont Avenue and the Seventh Avenue, are not included—both of these schools having been opened as all year schools and each maintaining its own playground. Counting as attending playgrounds, the total number of pupils enrolled in these two schools 2,849 should be added to 9,965—the total given above—making a total of 12,814, an increase of 2,305 over the year preceding, instead of an apparent decrease of 844.

There are several features of the summer vacation playgrounds wherein I think improvement might yet be made. These are:

(1) The general oversight by the supervisor and his assistant is not adequate owing to the fact that playgrounds should be inspected almost daily and the number—twenty-two—makes this impossible, especially since so much time is necessarily lost in getting from one playground to another.

Owing to the fact that so many of the playgrounds are in charge of head instructors who are not familiar with their duties at the outset, being in many cases new to the system, and because also, so many of the assistants have had scarcely any previous playground experience, close and rigid inspection are absolutely imperative, if the best results are to be secured. I would recommend, therefore, that the supervisor and his assistant be allowed some means of more rapid transportation than that afforded by the street cars.

(2) There have been a few, though not many, serious accidents owing to apparatus that can not safely be used unless great care is taken. The ladder and slide, for instance, unless carefully watched and duly protected is dangerous for small children. I would recommend that a pit be dug underneath this piece of apparatus so that in case a pupil falls he may not fall upon the hard ground and suffer serious injury. This pit which should be, say six feet in diameter with the post at its centre, should be filled with tannin or material that will remain soft and elastic throughout the season. Other apparatus upon which accidents of a serious kind are likely to occur should either be removed or made harmless.

(3) The feature of the playgrounds which most needs immediate attention by the Board is that of proper surfacing. The ideal surface would, of course, be turf as in the public parks; but since this is impracticable, any surface will answer, that is of a soft and elastic character suitable for safe and hygienic play. A cemented, slabbed, stone paved, or coarse cindered surfacing is neither safe nor hygienic and should be avoided wherever possible or practicable. Until some more satisfactory method of surfacing is devised, I would recommend that a further trial be made of tannin bark as in the Morton Street playground. This, I am told, has been in most respects reasonably satisfac-

tory. Much of the cemented and all of the Belgian block pavement—as in the South 8th Street playground, for example—should be removed and the ground properly surfaced.

(4) All playground apparatus before being taken down and put away for the winter should be not only carefully inventoried as in "good" condition, etc., but all necessary repairs should be made at once before the apparatus is stored for the winter. We were caught this year with a great deal of repair work that could not be done in the short time elapsing between the close of the schools, June 30th, and the opening of the playgrounds, July 8th. During the fall and winter season repair work can be done more advantageously and economically than under the forced conditions of the first week in July. No one feels these delays and inconveniences so much as the playground instructors who are put to their utmost, under any conditions, to organize the various sports and activities that attend the opening days of the term.

(5) Some more thorough system of requisitioning supplies should be inaugurated than is now employed. It cannot, of course, be determined in all instances what the actual demand for supplies will be in any given playground; but an approximation can be made that is close enough so that no essential thing, such, for instance, as basket balls, shall be lacking on the first day of the session. Instructors are appointed for specific duties; if these duties cannot be performed on account of delay in receiving apparatus or supplies there is a waste of time and money that might be avoided. The supervisor of playgrounds, in my opinion, should make up tentatively his next year's requisition directly after inventorying the supplies to be put away; and while the needs of the situation are fresh in his mind. He should not put it off until the beginning of another year.

(6) As to the various games, sports and activities offered in the playgrounds, I am of the opinion that it would be well to discontinue those which are least attractive, and to extend others which seem to be more attractive and which have not been fully developed. For illustration, I doubt whether in many playgrounds it is worth while to

spend much if any time with clubs, dumb-bells, or other gymnastic or calisthenic exercises which to many boys are uninteresting and, hence, very likely to be unprofitable. Whenever, of course, there is a sufficient number of boys who are interested in calisthenics, let such a class be formed; but let it be maintained only so long as it is popular and well attended. In the case of boys who positively dislike clubs, dumb-bells and similar exercises, by all means let them be excused and the exercises omitted from the day's program. To insist upon having the same exercises in all playgrounds for the sake of uniformity is not in my opinion important.

In the case of girls, I am told by teachers that there is nothing more popular than kitchen gardening, which is a species of housekeeping, and includes such ordinary duties as setting the dinner table, washing dishes, laundering, cleaning rooms, including floor scrubbing, etc. If, it is true, as stated, that little girls love to do these things under the pleasurable conditions of playmate association in the school playgrounds, by all means let them get the training. What can be more useful than to make the ordinarily disagreeable duties of housework pleasurable! Complaint has been made to me by several teachers in girls' playgrounds that the opportunities offered have not been adequate and that suitable supplies have been lacking.

Without going into further details, I am convinced by my personal inspection of the playgrounds, that, as Supervisor Warden has often said, we are still in the infancy of the playground movement. Its opportunities for enlargement and improvement are still legion.

MANUAL AND INDUSTRIAL TRAINING

I am indebted to Mr. Eli Pickwick, Jr., Supervisor of Manual Training, for the following *resumé* of the progress made in the manual and industrial training movement in the city of Newark, combined with a brief statement of its present condition and outlook:

The opening this year of the splendidly equipped shops of our two new high schools marks the culmination of a movement that had its beginning when the first manual training lessons were given in Newark, fifteen years ago. In September, 1897, a manual training center was opened in each of the following schools: Oliver Street, Summer Avenue, Thirteenth Avenue, and Washington Street. To these centres the eighth grade boys came for a weekly lesson in the then new subject of manual training. From this starting point the work has developed in two directions; down through the grades till it joins hands with the activities of the kindergarten, and up through the high school till it takes hold of the work of the engineering school or of actual industrial life.

Extending, as it does, over so many years of a pupil's life, manual training has for any one student an ever changing significance. In the beginning of his school life, it comes to him offering new ways of self-expression and new stimuli to his imagination. It helps him to picture in a concrete form what his active imagination conceives; or to produce in miniature, forms that have made an impression on his mind. Later on, manual training develops his technical skill, increases his knowledge of materials and processes, and cultivates habits of system, order, and cleanliness. Throughout the entire period of what has been called "from the infancy to the old age of childhood," and which ends somewhere in our lower grammar grades, the constructions made, whether the material be paper, cardboard, cord, raffia, wood, or metal, are those that give play to his imagination and observation, and reflect in his own doing the thought of the world in which he lives. In these grades, then, we make out of paper and cardboard, houses and barns, tables and chairs, wagons, automobiles, and trolley cars; out of wood, we make more substantial toys—wagons with wheels that will turn, windmills that will spin in the breeze, and animals that will nod their heads and flick their tails.

At the dawning of the period of adolescence, which has been aptly called the "infancy of maturity," and which we encounter in the upper grammar grades, the spirit of manual training changes to fit the changing needs of the pupil. While we may even at this time make a toy to stimulate a keener insight into the detail of the mechanics involved, or to encourage a closer and more exact observation of the thing copied in miniature, yet we must here begin to lay the foundation for the activities of the adult period.

Beginning with our seventh year, particular attention is given to technique of tool handling. Each tool is studied and used in the way an artisan would handle the same tool. Each process is made a shop, or trade, process and the sharp, clean technique of the master at his trade is held up as a pattern worth while copying. The relation of the working drawing to the finished construction is continually emphasized. In our seventh year are made simple models that involve a characteristic use of the common wood-working tools together with a like characteristic use of a very few metal-working tools. Attention is called to the difference or similarity of the processes used in getting a desired result in wood or in metal, as for example, in gluing and soldering; or in fastening with nails or screws, and fastening with rivets.

In the first half of the eighth year pupils are given a series of simple electrical appliances instead of the common household articles, with the result that there has been quite as much enthusiasm over making the battery, switchboard, telegraph instrument, and electrical engine, as there was previously over making the footstool, salt box, or coat hanger. To the 8A boys there is offered the opportunity of devoting an entire term to one larger construction instead of several smaller ones. Results along this line have been very satisfactory as the well made taborets, small writing desks, costumers, tables, and chairs have borne witness. The material for these larger pieces has been furnished at the boys' own expense and quite without dissent or complaint. Considerable "group work" also has been done, resulting in the construction of pieces of furniture for the school in which the shop is located, or for the regular class room to which the boys belong.

The Boys' Industrial school, under the efficient leadership of Mr. Dougan, has had a very successful year. Students very soon after entering have seemed to catch the "spirit of work" that pervades the school. The work in all departments has been very direct and purposeful; there has been something to do for every one, and every one belonging to the school has worked with determination to do his part. A great many of the boys trained in and graduated from this school would like to continue further their study and work along lines in which they are specially interested. Such pupils cannot now be accommodated, because of lack of room. If properly housed and equipped, this school would develop easily into an industrial, or vocational, school of a grade equal to a full grammar school, with two years of high school work in addition. Working as it does, in perfect harmony with the leaders of industry, with the trades' unions, and with parents, this school would be better able than any other school to conduct "continuation" or "part time" industrial classes in addition to its regular work as now laid out.

The most important advance made during the present year has been in the development of high school facilities for manual training. The close of the year finds the shops of the East Side Commercial and Manual Training high school fully equipped, and those of the Central Commercial and Manual Training high school nearly so. With the shops in these schools fully equipped, we can now offer to our high school pupils courses in hand work, involving the use of a large variety of materials, tools, and processes related to industrial and engineering life, and thus fit them to continue like work in engineering schools; or it will be possible to plan and carry into effect special industrial courses that look toward fitting such pupils as do not expect to go into the engineering schools for direct entrance into the industrial life of our city. Such courses mean that not only must a large share of time be given to shop work but that the drawing (both freehand and mechanical), the science, and the mathematics, must be taught with special bearing on engineering and industry. Moreover, it ought to be possible to enter into relationship with the industries and trades that employ apprentices, and to make arrangements by which these apprentices may be allowed to attend school, while under pay, and there receive instruction in the mathematics, drawing, and science, required in such industries or trades. Arrangements could be made to give instruction to such classes, say between three and six o'clock in the afternoon, or at any other times convenient to the shop.

At the Normal school, we have not been able to do as much work as we should, on account of extremely large classes, limited amount of time, meagre equipment, and lack of facilities for handling so many pupils. When the new normal school building is completed, these faults will doubtless be remedied.

The work accomplished in our evening industrial schools reached this year a higher mark of excellence than ever before. The mechanical drawing was exceptionally good in technique, was taught with the definiteness of purpose that characterizes a modern drafting room, and was as diversified in subject matter as the vocational interests of the pupils. The shop work appealed to both kinds of pupils, namely, those interested in a general way in manual training, and also those who desired through additional study and work to make their evenings advance them along the lines of their chosen trade or vocation. In whatever we have done, our aim has been to teach the trade processes involved after the most approved practice of the best workers in that trade. Our policy for the coming year will be still further to assist the young men who come to our evening school shops and drafting rooms to better their vocational conditions.

The manual training department in all its branches is in a good, healthy, growing condition, and is ready to make advances during the coming year along any lines that give promise of making it of greater use to our city.

THE BOYS' INDUSTRIAL SCHOOL

This school has completed the second year of its existence with gratifying results. Organized as an experiment, located in a district which, as experience has shown, neither has in the past nor is likely in the future to furnish many pupils, housed in a building that is far from being permanently suitable, the school has nevertheless been able to surmount all these difficulties. Not only have classes been full, but a waiting list of considerable size has existed throughout the year.

The following facts will be found to be of interest in this connection:

Statistics of Enrollment, Attendance, etc., in the Boys' Industrial School, for the Year 1911-12

	Total enrollment	Average enrollment	Average attendance	Per cent. of attendance	Average age of pupils
1911-12	180	126	117	93.	15 yrs. 4 mos.

Of the 129 pupils on roll January, 1912, the nationality of whose parents was taken, there were: German, 63; American, 27; Jewish, 17; Italian, 11; English, 5; Irish, 3; Scotch, 2; Colored, 1. An inquiry into the occupation of parents showed that they were mostly mechanics. Only four of the whole number of pupils reside in the district in which the school is located. A careful study of the situation as relates to the residence of pupils goes to show that seventy-five per cent. live in the district bounded by High Street, City Line, South Orange Avenue, and Avon Avenue. Pupils were received from thirty different schools, but the majority from the Fourteenth Avenue, Fifteenth Avenue, Eighteenth Avenue, South Eighth Street, and South Tenth Street schools. Pupils were admitted from the highest three of the grammar school grades, but chiefly from the sixth grade. Five pupils admitted were under fourteen years of age, and nine were over seventeen years of age. Two were admitted directly from high schools of the city.

There has been no change in the course of study from the outline printed in last year's report. The director of the school, Mr. James E. Dougan, is strongly in favor of adding two years of post graduate work for all who wish to continue their study beyond what is now provided. Several of the present graduating class are anxious to return, believing that a further continuance of their studies will better fit them for a successful career in mechanical pursuits. The only serious objection to extending the facilities of the school as recommended by the director will be the possible interference with the work of pupils in the lower grades of the Boys' Industrial school. The school has already reached its maximum capacity; it is impossible, so far as I now see, to provide further accommodations in the same building; but if it were possible, I am disposed to believe it desirable for the present at least to stick to the original purpose of a school of an industrial type to take the place of the highest three grammar school grades. The addition of two advanced grades to the Boys' Industrial school has a great deal to commend it, provided such addition were possible without curtailing the number of lower grade pupils who could be admitted, or without impairing the efficiency of their instruction. With the erection of a new school building, which is recommended, the question of extending the course of study will be pertinent and important.

Need of a New Building for the Boys' Industrial School

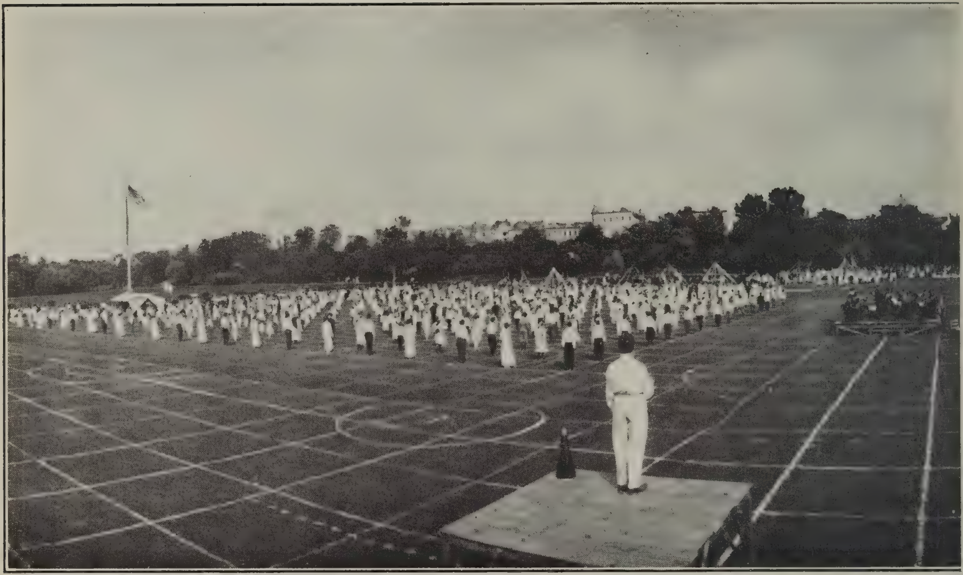
As stated above, the present school building is not located in the district where its pupils reside; the result is loss of pupils' time in coming and going. It is now necessary to conduct the school in two different buildings, which is objectionable. The shop building contains fewer rooms than are needed, and these are not large enough for the performance of the various lines of work that the course of study prescribes. To carry on successfully two kinds of work in a space scarcely large enough for one, is not only difficult but it is not economical. The progress of pupils is delayed and the efficiency of the teachers greatly impaired by overcrowded conditions. At the present time the school suffers great inconvenience by lack of a teachers' room and suitable cloakrooms; also by lack of a stock room and suitable wash rooms; also by lack of a pupils' lunch room. It is impossible to keep the shops in proper condition under such circumstances. The wonder to me is that despite all the drawbacks mentioned the work of the school has gone on so successfully. It illustrates again the old maxim that "As is the teacher, so is the school;" in other words, that the physical conditions are of vastly less importance in the process of education than the mental, or spiritual, conditions. The spirit of joy, ambition, and effort that characterizes this school is well worth a visit to witness.

Size, Character and Location of New Building

To meet future demands as well as to accommodate properly the school we now have, a building should be erected to accommodate not less than four hundred. This would require that it contain at least eight shops, eight class rooms, two drawing rooms, an auditorium, and a gymnasium. The building should be plain in appearance, of mill construction, and so designed as to admit a maximum of light. The location should be in the district where a majority of the pupils reside who now attend; that is, in the district bounded by High Street on the east and City Line on the west; and between South Orange Avenue and Avon Avenue on the north and south respectively.

It will be interesting to know that graduates of the Boys' Industrial school are eagerly sought for by our best manufacturing concerns and that all have been immediately placed in good positions. In the two classes already graduated, there were fifty-two boys, all of whom are employed in mechanical work at wages twenty-five per cent. to seventy-five per cent. higher than is generally paid to other boys who are not graduates of this school.

PUBLIC SCHOOL PLAYGROUND EXHIBITION



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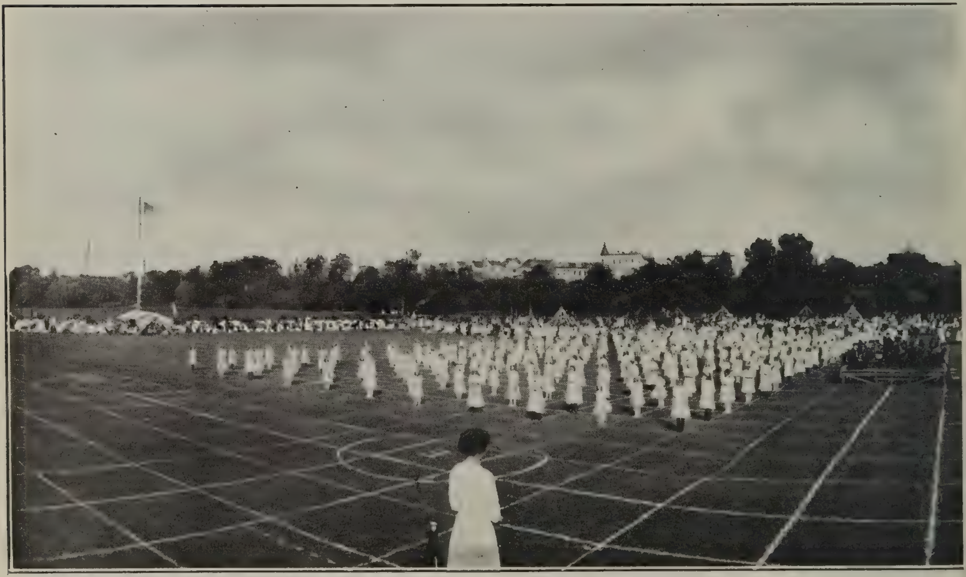


GIRLS IN POSITION

BRANCH BROOK PARK, AUGUST 23, 1912.

THE REAR

FOR DANCING

Faculty and Compensation

Our experience in establishing this school on a sound basis has abundantly proved that its success is largely, if not altogether, due to the employment as teachers of men who have served as apprentices at the work they teach as well as to their technical qualifications and personality. Inasmuch as the men are few who possess these qualifications—usually high-salaried men in their several trades—it is only reasonable that their compensation should be in keeping with what is demanded of them. In any readjustment of salary schedules that may be made, this school should certainly be among the first considered.

GIRLS' INDUSTRIAL SCHOOL

The time is ripe, in my judgment, to establish a Girls' Industrial school in the city of Newark. The Boys' Industrial school, opened two years ago as an experiment, has fully established its usefulness. A girls' school, if inaugurated along similar lines, can not fail to attain equal success.

The reasons for not bringing this matter to your attention earlier have been chiefly two: (a) to give ample opportunity for the public as well as the Board to become convinced through the success of the Boys' Industrial school of the benefit to be derived by means of education of this special nature, and (b) because the building I had in mind to recommend for this purpose, the State Street building, had to be devoted temporarily to the use of classes for defective children and for the overflow of pupils from the Seventh Avenue school. The probability, however, that by the end of the current school year, if not sooner, the Normal school will be removed to its new quarters on Belleville and Fourth Avenues, leaving the present Washington Street school building unoccupied, or but partially occupied, leads me to bring up the matter at this time.

The demand for a school of this kind for girls fourteen to sixteen years of age, who are about to enter upon a vocation, scarcely needs to be discussed. All the arguments heretofore used to justify the establishment of a Boys' Industrial school apply with equal force to training of a similar kind for girls. Under present social and industrial conditions many girls, as well as boys, are compelled at an early age to work for a living. To enable them to make a better start by having had some vocational preparation in school is a duty which society owes to itself as well as to them. Education, like mercy, to quote Shakespeare, "is twice blessed; it blesseth him that gives and him that takes." The city of Newark will be the gainer if any considerable number of its girls are put in the way of independent bread winning and self-respecting employment through the agency of its schools.

Should a vocational school for girls be established in Newark, the same care should be exercised, as in the case of the Boys' Industrial school, that is, to have the work of the school closely related to the kind of employment that our Newark girls of fourteen to sixteen years of age will be likely to enter when they leave school. In such a school girls should be taught first of all how to take care of their health, for physical well-being is a prime factor in vocational efficiency; hence, physical exercises should be given in order to promote general healthfulness, to correct results of bad habits or constitutional weakness, to invigorate and to tone up the system, and to afford recreational amusement. They should be taught to buy, to prepare, and to properly serve food; to select and to purchase fabrics; to make and to care for garments and household furnishings in order that the home may be kept appropriately attractive. They should be carefully tested to find out the line of effort along which lies the greatest efficiency of each individual, and should be trained in that particular vocation which seems to offer to the individual the greatest personal gratification, usefulness, and financial reward.

In such a school, the course of study will need to include English, arithmetic, civics, hygiene and physical training, art as related to the home and to industries, garment making, hand and machine work, and millinery—constructive and decorative. Besides three or four rooms to be devoted to general subjects as language, arithmetic, and drawing, the special rooms needed will be:

A gymnasium indoors and a playground out-of-doors. The latter would be especially valuable in a girls' vocational school. The employments are so largely of a sedentary character, that there is needed some place for recreational enjoyment during recesses and the noon intermission, making it unnecessary for pupils to get their exercise and recreation by going out upon the streets.

A room for applied arts including millinery work. The arts, other than millinery, to be taught will depend upon an investigation to be made of the demand for girls' labor in the city of Newark, its kind and extent.

A kitchen with small dining room and pantry. The course of study in cooking will of necessity be more thorough and extended than that given in the grammar schools, having in view the fitting of girls to take charge of food preparation in schools, hospitals, hotels, restaurants, and homes.

A room for sewing and garment making. This should be large enough to accommodate a class at the tables and have besides space for a half dozen foot-power and a half dozen electric-power machines.

To properly equip such a school with all the special features as detailed above would cost about two thousand ($2,000) dollars. A school so equipped, running at its full capacity, would accommodate six classes of girls—about one hundred and fifty in all—and there would be needed a teaching force of two academic teachers and four special teachers. I sincerely hope that the Board may find it possible during the coming year to make a beginning at least in organizing such a school.

VOCATIONAL GUIDANCE AND HELP

It is coming to be thought the duty of the school not only to prepare boys and girls for their vocational career but to guide them in its selection and to help them to secure employment on leaving school. In a certain manner and to a limited extent, work of this kind is now being done in all the schools of the city, elementary as well as high. The Boys' Industrial school, however, being limited in numbers and preparing more definitely than do the other schools for a particular career, has been able to assist all its graduates in securing desirable positions immediately upon their leaving school. The high schools should be able by equal effort and similar methods to place all their commercial and technical graduates in desirable positions.

But there is another and larger class of boys and girls who have not fitted themselves in school for special kinds of employment, for whom it is much harder on leaving school—grammar school or high school—to choose a career or to find suitable employment of any kind whatever. It is often, if not usually, the case that boys and girls accept the first employment offered, without much reference to their taste, fitness, or capacity to meet its requirements. This leads of necessity to numerous misfits, discouragements, and wasted opportunities. Parents as well as employers both disparage the schools on this account, not realizing that the mistake was perhaps their own because of not sooner recognizing the boy's or the girl's native bent, or capacity. Naturally, not every boy is fitted for clerical work in an office, and not every girl is fitted for a sales clerk in a store. In the absence of proper vocational guidance on the part of those who best know the strong and the weak points in the youth's qualifications, the mistake is made and the consequent readjustment becomes necessary. Loss of time results, since it may require several readjustments before the youth at last finds his suitable place in the world of commerce or industry or trade.

One thing is becoming more and more patent to careful observers of the trend of affairs at the present day, namely, that the schools should better adapt themselves to supplying the needed workers in the various fields of productive enterprise and business activity. Already changes have been wrought in the schools by the introduction of vocational studies and occupations of many diverse kinds; it remains to go a step farther and to bridge the gap that too often exists between the teacher and the employer, the school and the factory, or store. The plan herein outlined is based on the following assumptions:

(1) That employers in a rapidly growing city like Newark will need for some time at least all the young people who leave the schools.

(2) That in order to promote the child's interests, as well as those of the employer, the instruction given in the schools should connect as closely as possible with the demands of the employer.

(3) That a knowledge on the part of the school of what are the particular needs of the employer is necessary for the teacher's guidance.

(4) That in order to make an intelligent choice of a vocation the essential facts relating to each vocation should be accessible to parent, teacher, and child as well as to all others who are likely to be called upon to assist in making the selection.

(5) That in order to ascertain these facts some suitable agency must be employed whose function it shall be to secure the necessary information from as many sources as possible, publish and distribute the same to all parties interested, and in general act as a medium between the party seeking suitable employment and the would-be employer.

Time and experience will no doubt be required to perfect a comprehensive plan complete in all its details. The end sought, however, is of such immediate and pressing importance that it may well receive the favorable consideration of all who stand in parental or quasi-parental relations to the children and youth of our city.

That this agency or committee or bureau should be integrally and officially connected with the schools arises from the following considerations:

(1) The work of fitting children for their future careers begins in the schools. Teachers, perhaps, more than others are in a position to assist the child by studying his personal characteristics and guiding him along right lines.

(2) The teacher stands in law and by common consent in a parental relation toward the child; and not toward a single child but impartially toward every child brought under his tuition. Parents, therefore, may justly and reasonably expect that the teacher above all others, except those perhaps who stand in blood relationship to their offspring, will use his best efforts to serve the child's interests.

(3) The teacher needs to possess all the information ascertained by the agency, committee, or bureau in order to shape his instruction toward some definite end. The possession by the teacher of such intimate knowledge of the outside world, its activities, ideals, aims, and requirements, cannot fail to react beneficially on the instruction and training he will thereby be able to give. The lack of definite information of what the world outside the school definitely requires of youth when they cease to attend school, is the weak spot in school systems of the present day.

(4) Another consideration of scarcely less importance, especially at the beginning, is the probable economy in having this agency or bureau a part of the school system, because most of the work can be distributed among a large number of persons and without any additional cost other than for printing, postage, and a few incidental items of expenditure.

Assuming that is is agreeable to the Board to inaugurate work of this nature, I would propose the following plan:

(1) The adoption of a resolution favoring its trial, and the appointment of a committee, or sub-committee, of the Board to administer its details.

(2) The selection by said committee, or sub-committee, of five directors, to consist of a representative of the high schools, of the Boys' Industrial school, of the grammar schools, together with the supervisor of manual training and one of the assistant superintendents. The board of directors should have power to appoint a clerk to whom some additional allowance should be paid to compensate for extra and out-of-school services. Whatever other clerical or stenographic assistance might be required could doubtless be provided for in the city superintendent's office without cost.

The expense of the first year's trial I should estimate as follows: for clerk hire, $250; for printing, $100; for postage, $50; for other items, $50; total, $450.

In making this low estimate I am assuming that much of the circular printing may be done in the Boys' Industrial school. So, also, the distribution of circulars and booklets may be made through the regular channels of the superintendent's office without any additional cost.

At the end of a year it will be shown whether the project is a worthy one and whether the plan herein suggested needs to be radically amended. To those who are familiar with the conditions that exist in foreign countries and the means already undertaken by a few American cities to solve this important but intricate problem, I am sure this recommendation will strongly appeal.

NEWARK INDUSTRIAL EXPOSITION

For a period of two weeks—May 13th to 25th, 1912—an Industrial Exposition was held in the First Regiment Armory under the auspices of the Newark Board of Trade. The Board of Education, having been invited to make an exhibit, cordially accepted. Owing to the small amount of space allotted, it was thought best by the board to confine its exhibits to a few schools. These schools were:

High schools
  Barringer high school (manual training department).
  Central Commercial and Manual Training high school.
  East Side Commercial and Manual Training high school.
Technical schools
  Fawcett Drawing school (evening technical).
  Boys' Industrial school.
Evening high schools (industrial)
  Bergen Street evening high school.

The chief aim of the Newark public schools industrial exhibit was to show those phases only of school work that have a direct bearing on the industrial life of the city. The problems selected from our day school work fairly showed in epitome what our girls and boys are doing along the following lines:

Sewing—both hand and machine, with emphasis on the application of the various stitches used in structural and decorative needlework to the problems of making and caring for clothing and household fabrics.

Cooking—prominence being given to the study of food, ingredients—their special function in repairing the waste of animal tissue and keeping the body fit for its work—and the preparation and serving of a simple meal.

Drawing and design—with emphasis on proportion, color, fitness of form to function, things which make for beauty and its appreciation, the application of design to leather and textile fabrics, all with accent on their relation to the home.

Constructive work—in wood and metal, giving prominence to the fundamental processes that underlie all work in these two groups of activities.

All of the above work is closely related to the problems of making, keeping, and beautifying the home than which there is no more important industry in Newark or any other city.

Boys' Industrial school. The exhibit of our Boys' Industrial school pointed to the new thought in education which concerns itself with finding a pupil's special aptitude and then directing him toward that vocation for which his native powers seem best to fit him. In this school the academic and industrial work are so co-ordinated that one supplements and strengthens the other. A pupil comes to this school because he has an aptitude for mechanical things; the school then endeavors to find out what type of mechanical work he is best fitted for—wood work, metal work, electric wiring, printing, or mechanical drafting—so that when he leaves the school he may be recommended to the proper employer.

Evening school work. The evening schools exhibit indicated that we are trying to make the work really helpful to men who are engaged during the day in the several trades. Our cabinet work has been carried on after the most approved trade fashion; the plumbers, tinsmiths, sheet metal workers, and machinists have had opportunity of advancing themselves along their chosen lines through the study of the mathematics and drafting belonging to their trade, as well as through the concrete study of more advanced problems in construction than they were able to get in their respective shops.

Fawcett Drawing school. The exhibit from this school showed but a few specimens to illustrate each of the many types of activities in which this school is engaged, such as pictorial illustration, design, stencil work, wood block printing, leather tooling, craft work in wood and metal, wax modeling for jewelers, jewelry design and construction, mechanical and architectural drafting and structural steel construction. Each subject is taught by one high in the practice of his profession, and the spirit of industry is evident in the output of the several departments. The aim is to make everything that is done pre-eminently practical, and to do, through love of creating, things as fine as are ever done in the great world of industry through desire for financial reward.

An effort was made to show in as compact space as possible samples of the various kinds of work done under regular conditions in the above schools during the year. In no instance was a piece of work specially prepared for the exhibit. The models shown were the exclusive work of pupils and were intended to illustrate the course of study. The exhibit was inspected by a great many people and elicited highly favorable comments from educational experts, as well as from citizens in general. If the opportunity is ever given for a general school exhibit, it is suggested that not less than ten times the space occupied on this occasion will be needed.

The value from an educational standpoint of occasional public exhibits of the work done by the schools, can scarcely be overestimated. That few people have any adequate notion of what the schools are actually doing was shown more than once by the questions asked by visitors at the Exposition and their comments upon the answers given. Many of our most intelligent citizens were free to admit that they had never suspected even, that work of the kind shown had been done, or could be done, by pupils in the schools. The work of the Boys' Industrial school, in particular, received much praise. All of the exhibits were, in my judgment, highly meritorious and indicated that the schools are working not only with a good degree of interest and enthusiasm, but along right lines. The beginnings made in the high schools, particularly in the Barringer and in the East Side high schools, of industrial and crafts work deserve great credit.

Owing to the recent opening of the Central Commercial and Manual Training high school (February 1, 1912), it was, of course, impossible for it to submit many finished exhibits. The Bergen Street evening high school showed some particularly fine work. As was to be expecteed, the Fawcett Drawing (technical) school was able to show the most advanced work, some of it of surprising excellence. Praise is due Mr. Pickwick, Supervisor of Manual Training, and his efficient staff of assistants for the admirable manner in which the exhibit was organized and installed.

PHYSICAL TRAINING

Eight years ago—in September, 1904—by resolution of the board of education adopted unanimously upon recommendation by the city superintendent, physical training was made an essential part of the elementary school curriculum. Prior to that date sporadic efforts had been made by a few principals to introduce into their own schools certain limited forms of physical exercise. A few had purchased with school moneys, supplemented by their own contributions, a few pieces of simple apparatus which had been set up in the basement. The Barringer high school, opened five years earlier, was without a gymnasium other than a fairly good sized basement room equipped with a few pieces of floor apparatus. The ceiling of the basement was too low for the use of any hanging apparatus. The use of this gymnasium was confined to girls of the junior and senior classes—less than one-third of the girls enrolled in the school.

The resolution adopted by the board in 1904 provided for the appointment of a supervisor of physical training at a salary of $1,800 per annum. Two competitive examinations were held before a competent candidate could be found. Mr. Randall D. Warden was the candidate finally selected. He came to Newark with ripe experience obtained in the New York City schools. With no one to help him, he set energetically to work, and before the end of the year had a fairly good working system. Principals and teachers took hold of the work with eagerness, as well as with pleasure, realizing its great importance and anxious to see it succeed.

The result has been that there are now fifteen gymnasiums in the elementary schools and one in each of the three high schools—eighteen gymnasiums altogether. Mr. Warden has two special teachers to assist him in his work of supervision and there are seventeen employed in gymnasiums, all highly trained in the work and selected by examination from many applicants. Such has been the remarkable progress of the department during the last eight years.

It has appeared at times, I know, to some of the board, that too rapid progress is being made and that the expense for new gymnasiums, as well as for maintenance, is increasing too fast. The answer to this is that there has been no complaint on the part of citizens or taxpayers, either as to the cost of construction or the additional cost of maintenance. There are, of course, a few citizens and taxpayers who deplore any addition to the tax levy for any cause whatever; but the remarkable characteristic of the American people, and particularly the people of Newark, is the willingness with which they readily consent to be taxed for the support of whatever seems to be needed to make the schools as efficient as they should be as institutions for training in good citizenship.

The rapid growth of the physical training department has been facilitated, also, because of the fact that no school activity is more popular among the pupils themselves. Girls, as well as boys, share this feeling. Many pupils would be glad to spend a considerable part of their time in the gymnasium; few care to be excused. It is unfortunate, as it seems to me, that the pressure of work in other branches is so great as to make it necessary to limit the time spent in the gymnasium to one hour per week. By lengthening somewhat the school day, a policy that may some time be generally adopted, it will be possible to give pupils more time for the gymnasium without unduly crowding other studies.

RESULTS OF RECENT POSTURE TESTS

As recently as May of the present year a test called a "posture test" was given to upwards of 40,000 boys and girls to determine their characteristic faults in standing and in sitting. The test was not of the usual physical examination type, but rather a test to determine marked divergencies from proper symmetrical development, as: (*a*) head held down, (*b*) neck pushed forward, (*c*) round shoulders, (*d*) one shoulder higher than the other, (*e*) hollows in front of shoulder blades, (*f*) hollow chest, (*g*) sway back, (*h*) curved back, (*i*) pelvis pushed forward, (*j*) one hip higher than the other, etc.

The results of this investigation are extremely interesting and suggestive. They show that unsymmetrical development is the rule rather than the exception. They suggest that whatever the cause, or causes, we cannot be too alert in detecting them nor exercise too great haste in remedying them if possible.

Supervisor Warden's chief deduction from these tests is: that pupils are kept too long at a time in cramped positions in the school room; and hence, that more time should be given to recess, preferably an out-of-doors recess. Whatever the cause, or causes, may be for these incipient deformities, radical measures should at once be taken to correct them before they become fixed habits or permanent deformities. In the absence as yet of any complete summary of the facts of the investigation, I shall be obliged to defer specific recomendation.

NEXT ANNUAL MEETING OF THE PHYSICAL TRAINING ASSOCIATION OF AMERICA,

To be held in Newark, March 26-29, 1913

Through the activity and efforts of Supervisor Warden, the next annual meeting of the above association of physical training teachers will be held at the Central Commercial and Manual Training high school in this city next March.

The meeting will be valuable inasmuch as it will bring together the leading physical training instructors from all parts of the United States for mutual discussion. What inferences may be drawn from a "posture test" such as that described above, what remedies are at hand to correct incipient deformities when discovered, and a score of other matters affecting the welfare of children will be discussed at length by competent and expert authorities. The great progress already made in Newark will be given another forward impulse.

Supervisor Warden deserves great credit for prevailing upon the National Association to come here. An opportunity will be afforded to the Newark teachers and to the citizens of Newark generally to show how good hosts we are on an occasion of this kind. It will further give us an opportunity to have our physical training work criticized and its value appraised. It is intended that the inspection of the work done in our gymnasiums and regular classes will be an important part of the program for one session of the meeting at least.

CO-OPERATION OF SCHOOLS WITH THE FREE PUBLIC LIBRARY

Through the unceasing activity of its able and scholarly librarian, Mr. John Cotton Dana, the Newark Free Public Library has done much in the past ten years to promote the habit of good reading among school children. It opened in the new library building on the ground floor a Children's Room with about 8,000 volumes of very carefully selected books for young people. Of these it publishes a convenient list, 1,656 different titles. The room is open on school days from 12 to 6; on Saturdays from 9 to 9:30; on holidays from 9 to 6; during vacations from 2:30 to 6. Since this room was opened 54,464 different children under high school age have taken out cards to borrow books, and 17,000 different children now make use of it and borrow from it to take home to read nearly 70,000 books each year, besides borrowing another 70,000 from branch libraries.

Soon after this room was opened the library began to give teachers an opportunity to borrow small libraries for their school rooms to use as they saw fit. These libraries include usually 40 or 50 volumes. They are sent to school rooms at the library's expense; are inspected frequently; books in them are changed from time to time if the teacher so wishes; and they are brought back at the end of the term, also at the library's expense. During the past eight years about 5,000 of these libraries have been sent out, a total of about 160,000 books. More than a thousand different teachers have taken advantage of this opportunity to get good books for their pupils to use. Each teacher who borrows a library becomes in effect the librarian of a branch library.

A few years ago the library opened on the ground floor, opposite the Children's Room, a School Department—a large room with tables and book cases. In this room is a teacher's library, a carefully selected collection of 900 books on all the subjects in which teachers are chiefly interested—pedagogy, psychology and allied topics; copies of all the more important of recent text books as soon as published; a model collection of 750 volumes of the best books for children, from which teachers choose the books they wish for their school room libraries; 40 of the best journals for teachers, educational and other; and a carefully selected library of reference books used by pupils in grades below the high school in studying special topics as teachers may direct. Here also is a collection called "A Thousand of the Most Interesting Books for Teachers" from which teachers may borrow for their own reading. A list of this collection has been published. Single poems, not found in the readers at hand, are often wanted by teachers for some special lesson. The library has multigraphed 100 different poems selected by teachers for this purpose and lends them in bundles of 25 copies as needed. About 3,000 are borrowed each year. In charge of this room is an assistant conversant with local school matters and with new books and theories in the field of education, who is also able to help in the choice of home reading and of books for the class room.

In the Art Room, upstairs, the library has a collection of 400,000 pictures, 40,000 of them conveniently and attractively mounted on cards, and all arranged alphabetically by the subjects which they illustrate. Samples of these pictures are always shown in the School Department and teachers now borrow about 45,000 of them each year. In this room are large pictures suitable for decorating the walls of school rooms and for illustrating or explaining class room work, a total of 800. They illustrate geography, geology, zoology, history, biography, design, and many other topics.

All are strongly mounted and bound. They are lent to teachers on request to be hung in school rooms for a week or a month. More than 300 teachers borrow for use in their school rooms nearly 2,500 of these larger pictures each year. Samples of these are always shown in the School Department.

About ten years ago the library called attention to the lack, in schools, of interesting literature about Newark and New Jersey, and immediately began to collect such literature and to promote its use. It published Mr. Urquhart's "Short History of Newark," which has now been approved by the Board of Education for school use. It issued many lists on the history of Newark and New Jersey, on the government of Newark, and on many kindred topics. Interest in Newark affairs of all kinds grew rapidly. The library found it impossible to supply the demand for information about Newark and began to write and compile and mimeograph it in convenient form. It wrote up scores of such subjects as water supply, hospitals, paving, police department, fire department. Of these lists and leaflets the teachers use many thousand each year.

The literature on Newark and New Jersey which the library gathered includes pamphlets, articles from magazines and from newspapers, pictures from all available sources—anything illustrating any phase of life in Newark, and, in particular, those phases of Newark life in which children should gain an interest while they are in school. This material is so alphabeted and indexed that it is easily available, mostly in vertical files in the School Department room. Of this material teachers and their pupils now borrow about 4,000 different items in the course of a year.

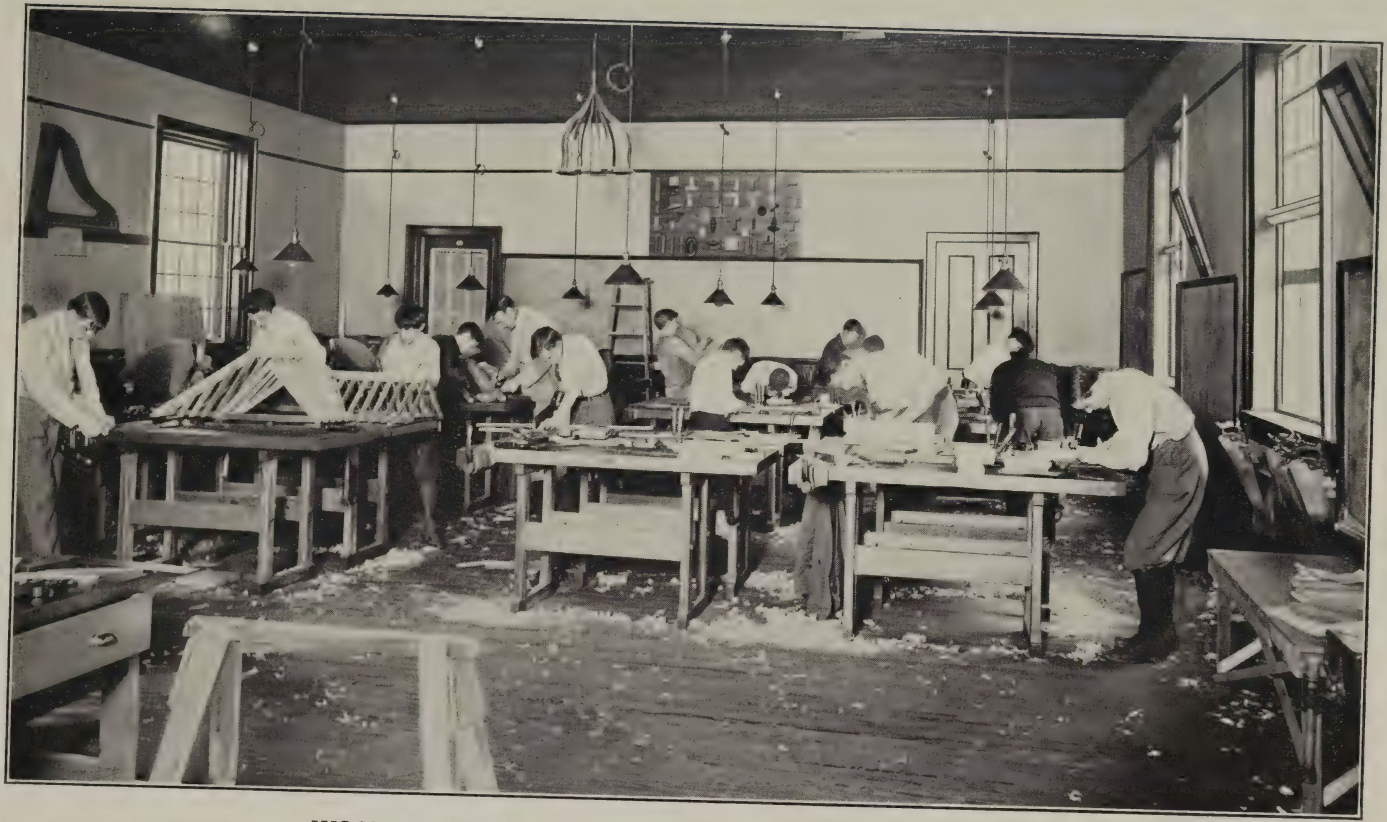
Largely as the result of the library's promotion of the "Newark Study" idea, the Board of Education caused to be written, by Assistant Superintendent J. Wilmer Kennedy. and has published a Course of Study on Newark, a volume of 214 pages. This contains a very complete index, with references to sources of material, compiled by the library. With this book it is easy for a teacher not only to find Newark topics for study, for recitation, for essays, etc., but also to direct pupils to sources of information. Parts of this book are reprinted in large quantities as leaflets to lend to children; additional leaflets similar to the above were prepared and published by the library. Newark is now better supplied for the study of its city life by the pupils in its schools than is any other city in the United States.

Skill in the use of books and libraries is now considered an essential part of a teacher's equipment. The Newark Normal school is one of the first in the country to give its pupils a regular course of instruction on this topic. The lessons are given at the library by members of the staff. When the course was first introduced five or six years ago, there was no text book on the subject. The members of the library staff compiled one—"A Course of Study for Normal School Pupils in the Use of a Library"—which has been used ever since, and has been taken as a guide for similar courses in many other cities. Pupils of the Normal school go to the library for twelve lessons and practice work and are marked on their efficiency.

The library has just prepared a "Course for Normal School Pupils on Literature for Children," a volume of nearly 150 pages. This course also it hopes to give to pupils in the Normal school in their second year.

The library has placed collections of books for the use of pupils, teachers and the general public in several school buildings. These experiments have been fairly successful; but have all been tried under great disadvantages. Thus far it has been impossible for the Board of Education to keep so far ahead of the demand for school rooms that it could provide in any school building a room on the ground floor, which could be used as a branch library, not only for the pupils of the school, but for all the neighborhood. The increasing use of school buildings by the general public points plainly to the time when communities like Newark will find it wise to make of every school house not a recreation and public center only, but also a public library.

In three new school buildings, completed in 1911, there are rooms set aside for libraries and so reserved by the principals in charge. In the Montgomery school, corner of Montgomery and Broome Streets, the room thus set aside is on the ground floor, entrance through the vestibule to the right



WOOD WORKING DEPARTMENT, BOYS' INDUSTRIAL SCHOOL

of main entrance to the building. Within a quarter mile radius of this room live 30,000 people. In the West Side school, West Side Park and Seventeenth Avenue, the library room is on the first floor, second door to the right in the front hall. The population of the vicinity is growing rapidly. At present 10,000 people live within a quarter mile radius. In the Ridge Street school, near Montclair Avenue, the library room is on the ground floor, third door to the right in the front hall. Population 10,000 within a quarter mile radius, and growing. The Ridge Street school is at least two miles from the main library building and a mile and a half from any branch library.

In the new Cleveland school, Bergen Street and Seventeenth Avenue, to be completed this fall, a room is to be reserved for a library.

In the Barringer high school there is a library for lending and reference of 6,000 volumes. This has been built up in the past twelve years, at an expense to the public library of about $5,000, in accordance with the wishes of the principal and teachers in the school, until it is one of the best high school libraries in the country. A trained librarian in the pay of the Board of Education has it in charge. It is very largely used. Rooms have been provided for similar libraries in the East Side and Central high schools. These rooms should be equipped with books, and suitable arrangements should be made with the public library for their maintenance, for the addition each year of carefully selected volumes, and for their administration. Similar arrangements should be entered into in regard to the new Normal school, and the South Side high school.

Libraries for a high school should be selected in accordance with the needs of principal and teachers; but the books should be purchased through the public library, and their cataloguing, annual renewal, binding and management should be put in the hands of the same institution. The public library is the community's expert in this field and should, so far as proper, exercise its skill for the good of the whole educational system in the management of books owned by the public and used in all school buildings. All high school libraries which are the property of a single school and are looked after by the schools themselves tend almost invariably, as experience shows, to deteriorate rapidly. The books are not carefully looked after; annual additions are not made with care or certainty; the books purchased, many of them, go rapidly out of date.

The best high schools in the country now guide the outside reading of their pupils, making it as helpful as possible for general education and for the encouragement of the reading habit.

The Barringer high school has been one of the most successful in the country in thus guiding the outside reading of its pupils. A list of books for the purpose—"Reading for Pleasure and Profit"—prepared by members of the teaching staff, has long been used as the basis of prescribed reading for the pupils during the four years. In 1908, the public library printed this list in attractive form. The books on it were duplicated many times both in the High School Branch and at the Main Library, and they are very much used. Copies of this printed list were given to every pupil on entering the high school. He was instructed to keep it during his four years' course and to use it as a guide in selecting the books read out of school hours on which he should make reports to his instructors. This list was found so useful that when the edition was exhausted, in 1911, it was revised, enlarged, and printed by the library. This printed list is almost the only one of its kind that has ever been published for a high school. It has met with great approval from high schools in many other cities. It has been so successful at the Barringer that principals and teachers at the Central high school and the East Side high school are preparing a similar list for their pupils, adapting it somewhat to the peculiar needs of those who are taking commercial or technical courses. The library will publish these new lists during the coming winter and will have on hand a supply of all the books named on the three lists.

The Library building is an interesting place and children should be encouraged to visit it. It contains, besides the rooms already mentioned, a main lending room with 20,000 volumes, a room for those interested in mechanical arts and inventions with 20,000 volumes, a storage building with 100,-

000 volumes, and museums of arts and science. These latter are particularly attractive to young people. Any teacher can arrange to have any or all of her pupils personally conducted about the building by telephoning the hour when she wishes to send or bring them.

CITY BOARD OF EXAMINERS RESTORED

After a brief trial of one year only, the law abolishing city boards of examiners was repealed without opposition. The fact is that there was never any real demand for the abolition of city boards of examiners and the centralization of the licensing power in the hands of the state board of examiners.

The almost universal practice of the larger cities of the Unnited States is to examine and license their own teachers, subject, of course, to whatever restrictions the state law may impose. Such from time immemorial, had been the New Jersey practice until a year ago when unexpectedly and without a hearing being given, city boards of examiners were abolished. The early resumption of the old *regimé* was facilitated by the difficulties and delays experienced by the state board of examiners, when they were suddenly called upon to assume the duties theretofore performed by city boards.

No reasonable doubt can be entertained as to the wisdom of having the ultimate licensing power reside in the hands of a single board, to wit, the State Board of Education. This is the case now, as formerly, since local boards are required to submit their rules and regulations to the State Board of Education for its approval. The licenses that are issued, therefore, by local city boards are, in fact, issued under the actual as well as nominal authority and control of the State Board of Education. The rational grounds for preserving city boards of examiners were set forth in my last year's report, and need not be repeated. [See pp. 147-151, Report for 1911.]

In order to secure an adequate supply of teachers, it has been found necessary throughout the past year for the Newark city board of examiners to meet almost weekly. The opening of a new commercial and manual training high school necessitated a diligent search for competent and experienced teachers. With scracely an exception, the teachers licensed by the city board of examiners proved their fitness after appointment and trial. Costly as have been our high schools to build, they will be still more costly to maintain; hence, unless the teachers selected are fully competent, the patrons of the high school will have just cause to complain. At no point in the whole school system is it more necessary to be alert and watchful than in seeing that no unfit teachers are licensed. Accordingly the board of examiners has deemed it best to license only those whose qualifications seemed beyond question. Herein chiefly lies the superiority of local city boards, namely, that they are in a position to know the local needs. If possessed as now with the licensing power, they may reasonably be expected to exercise it with great care and discretion.

UNIFORM STATE EXAMINATIONS

UNIFORM EXAMINATIONS AS A MEANS OF DETERMINING THE RELATIVE EFFICIENCY OF SCHOOL DISTRICTS

In accordance with an act of the Legislature approved by the Governor, April 29, 1912, uniform state examinations were prescribed by the State Commissioner of Education, and held in all school districts in the month of June, near the close of the school year. These examinations were confined to the highest, or graduating, classes of grammar schools, and to the subjects of spelling, writing, arithmetic, English, geography, United States history and civics. The questions were prepared by the State Commissioner's Department, and the examinations were conducted according to regulations prescribed by the same authority. Papers were examined and rated by the teachers of the several school districts in accordance with official directions, and the tabulated results were reported to the State Commissioner of Education.

The official report of the Newark public schools is given below:

Results of State Examinations Held June, 1912

	Arithmetic	Writing	Spelling	English	U. S. History	Geography
Total number of pupils taking examination....	1,296	1,290	1,289	1,295	1,294	1,289
Total number of pupils who could have taken examination but did not	6	12	13	7	8	13
Number of pupils receiving 90 points or more..	812	740	1,075	508	824	539
Number of pupils receiving 70-89 points.......	430	490	189	730	406	620
Number of pupils receiving 49 points or less...	16	7	5	13	4	23

It will be seen from the foregoing that nearly all pupils passed in all subjects, that is, received a rating of 70 points or over. This fact is gratifying, because it was necessary for all our pupils to make a hasty review of United States history and geography. These subjects had been completed and dropped a year earlier in order to enable them to pursue English history, civics, and natural science (physics) instead.

The examination as a whole commended itself to teachers, principals, and school officers as being a reasonable one and as fair a test as could well be expected under the circumstances. To cover a district as extensive and varied as that of the entire state, an examination must of course be of a very general character. For the purpose of determining the relative efficiency of different school districts, an examination of this kind can be of little value since the answer papers were not marked nor results determined by one and the same person or authority. The personal equation of the teacher as well as his liberal (or illiberal) views as to how answers should be rated upon written examinations, must play an important part.

WHAT IS MEANT BY SCHOOL EFFICIENCY

The purpose of the school as a state institution is to produce efficient citizens. What, then, constitutes an efficient citizen?

Without attempting a complete and exhaustive definition, I should say:

(1) Robust health and vigor of both mind and body—*mens sana in corpore sano.*

(2) Capacity as well as disposition to perform all one's social and civic duties.

(3) Power to think wisely and disposition to act justly.

If the elements of efficiency have been correctly stated, how shall we know whether they are being attained in any given instance, as in the State of New Jersey at the present time?

(1) To ascertain whether the first element has been attained, the physician as well as the schoolmaster must be consulted. A careful physical as well as mental examination of each pupil must be made at the time of entering school and compared with similar data on the pupil's leaving school. By these means only can the efficiency of a school be determined. No uniform written examination will aid us in determining it.

(2) The second element, namely, capacity as well as disposition to perform all one's social and civic duties—character building—likewise, can not be tested by a uniform written examination. Character is individual, personal, dynamic—understood only by and through what it does. One must see boys and girls in their actual school and home relations to know whether they are growing in character, that is, in their attitude toward social and civic obligations.

(3) Nor can the third element, namely, power to think wisely and disposition to act justly, be ascertained by a uniform written examination. Here, again, one must be in immediate and daily contact with pupils as principal or teacher or superintendent in order to ascertain the truth. The bright boy or girl of one day may be the stupid boy or girl of the next day, or a whole class of bright boys and girls may be temporarily eclipsed under a weak and inexperienced teacher. No single "flash light" or "snap shot," examination will afford much of an insight into the true conditions. Every experienced and successful educator knows that the only way to determine even approximately the relative efficiency of a school, or of a single class, is to visit the school, or the class, and inquire carefully into all the conditions that are likely to affect the results obtained. This is the practice of

the best school systems—state, county, and city. To hope to raise the efficiency of a school system by uniform written examinations, is as futile as trying to "raise one's self by pulling on one's boot straps." The success of the teacher depends almost entirely upon his being able to arouse and maintain the interest of a class. But interest depends largely upon the pleasure derived from pursuing an object of study. With many, indeed, with most pupils, the knowledge that an examination is impending takes away all the pleasure of a study, and leads to compulsory "cramming" and hopeless mechanical grind.

Since the public has the right to know, and should know, whether or not their schools are efficient, how shall this fact be ascertained if not by written examinations? Let people visit the schools. The school door in America is always wide open. One of the cardinal principles of our new progressivism is that the people can be trusted to decide intelligently and justly on all public questions. What public question do the people understand better than that of what is being done for their children in the neighborhood school?

HOW THE EFFICIENCY OF A SCHOOL SYSTEM MAY BE TESTED

(1) By careful, systematic and frequent inspection by experts. This method may include oral and written tests and examinations. It is the method now almost universally employed.

(2) By requiring reports to be made by school officers, principals, and teachers, which will show the nature, aim, and results of their work.

THE UNIFORM EXAMINATION FETISH

The uniform examination fetish is as old as Chinese civilization. It has come down to us from the time of Confucius. Upon it Chinese education has been largely based. The results we all know. After a sleep of 2,400 years, China is now awakening and establishing schools modeled after, and conducted like our own. Until a comparatively recent period, that is, until about forty years ago this examination fetish prevailed generally in this country. In one of the bulletins of the National Bureau of Education, issued in the year 1871, will be found a severe arraignment of this examination fallacy. The educational leadership of the country has for more than a generation used every means at its command to combat this fetish, but it still survives in some parts of the United States. Its reappearance last winter in the school legislation of New Jersey is one of the most remarkable anachronisms of the present day.

FUNCTION OF EXAMINATIONS

In Germany no written examinations are required until pupils are about eighteen to nineteen years of age and about to leave the gymnasium and enter the university. Prior to that time "testing" is chiefly oral, and is made a part of the daily teaching. The German teacher exerts himself in trying to get ideas *into* the heads of the children; he is not concerned in getting them *out*. The German teacher is less trammeled than the American teacher by unnecessary directions and restrictions. His course of study is broadly outlined by the government, that is all. He fills in the details as he pleases. Even the principal of a school rarely dictates to the teacher. The German believes in the utmost freedom of the individual teacher.

So, also, in England, the freedom allowed to principal and teacher is much greater than with us. The rules of the London Board of Education specifically warn principals and teachers against the dangers of attempting too great uniformity in the following pungent words:

> "The only uniformity of practice that the Board of Education desires to see in the teaching of the public elementary schools is that each teacher shall think for himself, and work out for himself such methods of teaching as may use his powers to the best advantage and be best suited to the particular needs and conditions of the school. Uniformity in detail of practice (except in the mere routine of school management) is not desirable even if it were attainable. But freedom implies a corresponding responsibility in its use. * * * No teacher can teach successfully on principles in which he does not believe, nor must he lightly use his class as a field for experiment."

OBJECTIONS TO UNIFORM EXAMINATIONS

The principal objections to uniform examinations as shown by universal experience are the following:

(1) It is impossible to make a set of questions to fit all schools and conditions.

(2) The work done in the schools is sure to be narrowed to meet the standard set by the examinations.

(3) Uniform examinations tend to convert the school into a factory for "canning dead facts."

(4) They are likely to produce an over-tension which is inimical to health.

(5) They both destroy the letter and kill the spirit of true education.

(6) Compulsory state examinations in elementary schools are without precedent in the United States, and in so far as I know in foreign countries.

REASONS FOR OPPOSING UNIFORM STATE EXAMINATIONS

The opposition of educators generally to uniform examinations, as has been stated, is based on the following grounds:

(1) For the purpose of determining comparative efficiency of schools they are not conclusive, but are practically worthless. The method is not a scientific one and hence the results are bound to be discredited, whether favorable to the schools or otherwise.

(2) They waste valuable time that should be employed in teaching.

(3) They stand in the way of a constructive policy which should be inaugurated to advance the schools of the state to higher standards. Such policy should include:

- (a) Establishing additional normal schools.
- (b) Enlarging and developing supervision in state, county, and city.
- (c) Encouraging the segregation of defective and backward children.
- (d) Reducing the size of classes.
- (e) Improving the work of medical inspection.
- (f) Introducing and developing agricultural, vocational, and trade instruction.

CRITICISM OF THE PUBLIC SCHOOLS

During the past few years society has been sensitively critical of all its institutions, including government, church, home, business, and, of course, the school. Everything considered, the schools have suffered perhaps less adverse criticism than any of the others, showing that they enjoy the public confidence in a most remarkable way. No one believes the schools to be perfect. To none are their weaknesses and shortcomings better known than the educators themselves. The schools are still as they always have been, the most democratic of all our institutions, and reflect the will of the people. They have not as yet been centralized and brought within the sordid domain of state, or of national, politics. God forbid that they should at this late day lose their local independence and run the risk of being drawn into the maelstrom of partisan politics. Upon this point I beg to quote from the *Educational Review,* edited by President Butler of Columbia University. The writer of the article is one of our most eminent American educators. [See Vol. 36, No. 1.]

> "It is certainly a fact that much time, thought, and expense are put into useless problems even in education. System and organization are pure formalities that have no vital influence within themselves. There is more good to come from the greatest liberty in teaching than there is from the most rigid restrictions of the work, as the pupils to be educated are variable in all respects—physical, mental, and moral—destroying any actual possibility of uniformity in educational results, accomplishments, and power. Democracy always triumphs when, through such liberty in individual action and in the power of the local community to develop its resources and strength, it thus properly places in service all it has. It is not a wise thing for a community to quit doing its own thinking and managing. It should never surrender its own province and accept a system of inspection or education which means the dominance of imperialism, as by so doing it forfeits the true benefits of real liberty."

It is my candid opinion that the schools, however open to criticism they may be, are stronger, better, and more efficient in every way than they have ever been heretofore. Whenever an opportunity has been given for comparison of the present day schools with those of fifty to sixty years ago—the Golden Age, it is said of the common schools—their superiority has been conclusively established.

But criticism of our public institutions, and particularly criticism of the schools is to my mind a sign of life and activity on the part of the people and gives additional hope for the future. Educators as a class welcome honest criticism. Only the cemetery sends up no wail of criticism or complaint.

OPENING SCHOOL BUILDINGS FOR SOCIAL AND OTHER PURPOSES

In my report for the year 1904, I urged a wider use of the school plant than was then common throughout the country. Since that date, and particularly during the last four years, much has been done by the Newark Board to make this feasible. Thus, in nearly every school building erected during the past four years, an assembly hall, to be used for lectures, concerts and public gatherings of almost every kind, has been included; so also, in nearly every new school building a gymnasium has been provided, which has been kept open during the winter months in connection with evening schools. By reason of our having more auditoriums, the free lecture system has been greatly extended. During the greater part of the late fall, winter and early spring months, the people of nearly every section of the city are able to attend lectures and entertainments of a high order, almost at their own doors.

Commendable, however, as all this school extension work has been up to the present date, I am of the opinion that as yet a beginning only has been made. The additional uses of the school plant which are not only justifiable but which are imperatively needed, are numerous.

Referring to my report for the year 1904, the additional uses to which the school plant might usefully be put are:

(1) *For public lectures:* As stated above, this increased use has been reasonably met by larger appropriations made for free lectures.

(2) *For local libraries:* I regret to say that with the exception of providing for the establishment of a library in each of the new high schools, no progress has been made. (Under the heading *Co-operation of Schools with the Free Public Library* will be found a discussion of this matter.)

(3) *For local reading rooms:* There has been no exten-

sion as yet along this line. (See under heading *Co-operation of Schools with the Free Public Library.*)

(4) *For local gymnasiums:* School gymnasiums have been opened in connection with summer schools and playgrounds and in connection with evening high schools and a few elementary evening schools. In most instances, however, the privilege of using the gymnasium has been limited to those who attended evening schools as regular pupils in other branches or activities. Objections have been made to opening gymnasiums to others than those regularly enrolled as evening school pupils. These objections seem to me to be unjustifiable. The gymnasiums should be open to all of the people all of the time.

Permission, however, has been extended to the City Playgrounds Commission to use one of the school gymnasiums upon an occasion or two. I note also with pleasure that, upon application of the City Playgrounds Commission made some time ago, permission was granted to establish playgrounds upon the roofs of two school buildings—the Morton Street and the Lafayette Street buildings. We now have, including the two roof playgrounds just mentioned, seventeen gymnasiums and inside playgrounds which can be devoted the year round to the use of the community. These gymnasiums represent an outlay of not less than $125,000 to $150,000, from which no benefit is being derived during a considerable portion of the year; and only a partial benefit during the remainder of the year. To use these plants to their full capacity, would, of course, involve some additional cost to the city; but, would not the resulting benefits amply justify the larger expenditure? Is there any better or cheaper way; indeed, is there any other way, that is effective by which to train the youth of the city into habits of industry, sobriety, and right living than by teaching them to know about and to care for their bodies?

If necessary, I would divert a part of the appropriation made for summer playgrounds so as to be able to give facilities for proper exercise all the year round—winter as well as summer. The gymnasiums afford about the only means for physical training during the inclement season of the year. Let them be used, therefore, to the very utmost. In general, I would urge the adoption of a policy that would work the gymnasiums to their maximum capacity all the year through.

(5) *For social and literary clubs:* Other than opening school buildings for the use of parents' associations, school alumni meetings, and for school entertainment purposes, no progress has been made in this direction.

(6) *For purely social purposes:* The use of school buildings for social purposes has been limited, as stated, to a few purposes connected solely with the requirements of the schools.

The policy of throwing the school buildings wide open—under proper rules of surveillance, of course—to associations, clubs, and organizations of all kinds for social use has not as yet been adopted by the Board. Eight years ago when this suggestion was first made, I felt strongly that it was the right thing to do. I felt somewhat timid, however, because up to that time it had not been done except in a small way and only in a few places. Since that date, however, a great many cities throughout the country have opened up their school buildings successfully for social uses beyond any that were contemplated in my original recommendation. I hesitated, for instance, to recommend the use of school buildings for political purposes, either for meetings or for polling places. Since then the use of public school buildings for political meetings has been freely given in several nearby cities. Little or no complaint on the part of the people has been heard. The action of *certiorari* brought in Jersey City during the recent presidential primaries to prevent the board of education from granting the use of the high school auditorium for the purpose of hearing the presidential candidates failed of its purpose. The decision rendered in this case by Justice Swayze of the New Jersey Supreme Court so thoroughly disposes of the legal objections to the use of school buildings for political purposes that I am constrained to give it:

DECISION OF CHIEF JUSTICE SWAYZE ON ACTION OF CERTIORARI BROUGHT TO RESTRAIN THE BOARD OF EDUCATION OF JERSEY CITY FROM USING A SCHOOL BUILDING FOR POLITICAL PURPOSES

"I can see no basis on which a certiorari should be granted. There is no proof of private injury. Unless that can be proved in a specific case, I see no reason for granting the writ. There has been made no claim that any party or section has been discriminated against. I come from a country where there is no repugnance to holding such meetings in the public schools. Where I was brought up it was the regular thing to hold such meetings in the public schools. It seems to be a fitting place for the public discussion of affairs that concern the people. It would appear that many more people would attend political meetings held at the High School than would attend them held at a hall. The Board, unless some specific claim is made, as suggested, I think must refuse this writ. It is alleged that public entertainments have been held in the High School at which admission fees have been charged. If no complaint is made, I see no reason to interfere. Application should be made to the State Board of Education and their action awaited."

It will be seen from the foregoing how radical and far reaching is the decision of Chief Justice Swayze. He has accepted the principle that the school belongs to the people and may be used for any purpose that is not incompatible with its use as a school. It is highly probable that in the light of this decision there will be little, if any, further opposition to the use of school buildings for political meetings whenever the necessity arises.

The use of school buildings for polling places has been tried with good results in several large cities, particularly in the city of Los Angeles, California. The law in force in New Jersey, making general election day a public holiday for schools, practically takes the schools to the polls, *i. e.*, enables pupils to come into contact with the polls and often under conditions that are not altogether favorable to the civic ideals of pupils. Hence, to take the polls to the schools and to conduct them, as in all probability they would be conducted, in a decent and proper manner, would not only be highly edifying to the intelligence of pupils but devoid of whatever immoral effect attending the polls might elsewhere produce. I see, in fact, nothing but good to come from setting up polling places in school buildings. What better way is there to teach the fundamental right of citizenship, namely, to be able to cast a vote upon election day? Around this sacred privilege, to obtain which many have sacrificed their lives in times past, we should aim to throw all the hallowed associations that will tend to enhance it in the minds and hearts of the rising generation. We speak of purifying the ballot box. How can we hope to purify it more successfully than to put it in the schools? Many a father who might be tempted to vote against his conscience under the conditions that sometimes attend balloting, could not be so prevailed upon were his own offspring watching him. By all means, then, not only to save expense but to elevate the balloting, let us have it done in the people's forum, in the public school building.

It should be stated here that a resolution is now before the Board of Education to open up the school buildings of the city to the wider uses above named. Although no decision has yet been reached, there is every reason to believe that the Board will stand as a unit upon the general proposition of extending the use of school buildings to their full capacity.

USING THE MACHINERY OF THE SCHOOL SYSTEM TO PERFECT THE SCHOOL SYSTEM

TRAINING OF TEACHERS

As a general proposition, no one will object to "using the machinery of the school system to perfect the school system." As a matter of fact, we are doing this in a variety of ways, as, for instance, in the training of teachers. Why should the city of Newark maintain a normal school? Why not, as in all other cities of Essex County, stop all education at public expense with the high school? The answer is that unless we train our own teachers the supply of properly qualified candidates will be found inadequate to our needs. For this reason, a city normal school is maintained in Newark and its cost to the city justified. This is a case of creating machinery whereby the school system may be put to work to perfect itself.

But we do not by any means stop here. Graduates fresh from the normal school are without much experience in teaching and, hence, are lacking in knowledge and efficiency. Competent specialists, therefore, are employed to continue the training begun in the normal school. These specialists we call superintendents, supervisors, and special teachers. One of their chief functions, like that of the normal school, is to make teachers. This, again, is an illustration of creating machinery to enable the school system to be self-perfecting.

The only alternative that I know of to this method of perfecting the school system is that, instead of creating our own machinery, we make use altogether of outside agencies; that is, teachers must be required to make up their deficiences of every kind by outside counsel and instruction, and not by means of any agencies (machinery) supplied by the system itself. Thus, for instance, if teachers are needed for work of a special kind, as for instance, folk dancing in summer schools or playgrounds, they must get their knowledge and skill elsewhere and at their own expense. However good this may be in theory, in actual practice we have found it necessary as well as desirable to train our own teachers; otherwise, the supply of trained teachers would be inadequate.

Instances might be cited where we have gone a short distance toward creating our own supply of trained teachers and then have hesitated to go further. Thus, a few years ago I recommended that the evening schools should be used to supplement the normal school and the supervising corps, in training teachers already in the employ of the Board who were found to be deficient in music and drawing. For one or two years classes in music and drawing were taught in evening schools by the supervisors of these special subjects. I had hoped eventually to include still other subjects in which teachers are often found to be deficient and in need

FREE HAND DRAWING ROOM, EAST SIDE C. & M. T. HIGH SCHOOL

of additional instruction. An objection was made in committee that the Board should not be called upon to instruct teachers in their deficiencies; that all teachers should be fully qualified in all the details of their work, at the time of their employment. Hence, this kind of evening school work was suspended. That there is a fallacy somewhere in the objector's reasoning, or that the Board's action in maintaining a normal school, employing supervisors, etc., is not justifiable, is clearly evident.

Few cities, it is true, do make any provision for education further than to maintain a high school. Certain of the larger cities—not to exceed fifty, perhaps, in the whole United States, maintain normal schools for the training of teachers. A still smaller number maintain a college or university, as do New York City and Cincinnati, for the free instruction of pupils in collegiate or professional studies. In general, it may be said that all education above that of the high school is, as a rule, not free and public-supported but supplied at the expense of the individual who gets it.

Up to say, seventy-five years ago, no provision whatever had been made in any state even, for the training of teachers. Such was the general inefficiency of the teachers seventy-five years ago that Horace Mann, in 1836, was forced to begin his campaign for state normal schools. The result of this campaign has been that normal schools supported by the state are now almost universal. City normal schools have been established whenever the supply of state normal schools has been inadequate—as in New Jersey, where until recently there has been but one state normal school. Because of the inadequate supply of trained teachers, city normal and training schools were established in Newark, Jersey City, Paterson, Camden, Trenton and Elizabeth. The cities that failed to establish their own normal schools had either to employ untrained teachers or get their supply of trained teachers largely from outside the state by offering them higher salaries. If the Newark normal and training school had never been established, one of two things must have happened:

(1) An inferior quality of teachers would need to have been employed, or

(2) Higher salaries would have been necessary to attract teachers from other states.

This leads me to suggest another field wherein the school system may reasonably create the machinery for its self-improvement.

TRAINING CLASS FOR SCHOOL ENGINEERS

The plan just discussed for the training of teachers might be successfully adopted in the case of another important class of school employees, namely, that of school engineers. It will be remembered that I recommended some time ago that such a policy be adopted, but the matter was dropped, and, as yet no definite action has been taken. At the solicitation of Mr. George W. Knight, Engineer of the Board, I am renewing this recommendation with the hope that favorable action may be taken at once. It seems hardly necessary for me to give any detailed reasons to support this recommendation. It will suffice, I am sure, if I merely state the general argument.

(1) The efficiency of the schools largely depends upon conditions affecting the health of pupils and teachers.

(2) The heating and ventilating plants installed in our schools are intended to produce these favorable conditions.

(3) Mechanical systems of heating and ventilating are necessarily more or less complicated and require intelligence and skill in their operation.

(4) Knowledge and skill are best and soonest acquired through and by means of competent teaching.

(5) Few, if any, of our school engineers have the time or the means to get the instruction they need, except by attending Cooper Union, New York, or some similar private institution, which, in most instances, is practically impossible.

Under these conditions, therefore, I am strongly of the opinion that machinery should be created within the school system for the training and improvement of school engineers, in fact, that this is one of the best subsidiary uses to which the school system can be put.

The details of a working plan to give the school engineers now in the employ of the Board a chance to attend classes for instruction in the duties of stationary engineer can easily be prepared by Engineer Knight and myself and submitted to the Board for its approval. Such plan, briefly stated, will provide for:

(*a*) A competent instructor who shall be also a practical engineer. Such an instructor will not, I am sure, be difficult to secure. His compensation should be that of evening high school teacher.

(*b*) A suitable place where instruction may be given. The Fawcett Drawing school, the East Side high, the Central high, or any one of several grammar schools might be mentioned. The school selected should be the one best suited for illustrating heating and ventilating machinery.

(*c*) A convenient hour of the day or evening. It would not be necessary that all school engineers should attend the same day of the week, although Wednesday evening, when only two or three schools are in session, would accommodate nearly all.

(*d*) A diploma or certificate on completion of course. In order that school engineers may have some permanent testimonial or credential to certify to their attainments, a certificate or diploma, should be granted at the completion of their course.

Inasmuch as the school engineers have already petitioned Engineer Knight to have instruction of this kind undertaken, there need be no hesitation on the part of the Board through fear of its meeting with opposition and thereby proving a failure.

UTILIZING THE HIGH SCHOOL SHOPS FOR EQUIPPING THE SCHOOLS

The Committee on Instruction and Educational Supplies has recently adopted a resolution providing that certain equipment for school gymnasiums and for school playgrounds be made, so far as practicable, in the work-shops of the high schools. The purpose is three-fold:

First, to provide suitable shop work of as practical a nature as possible.

Second, to find an outlet for the product without being compelled to sell it or to give it away, and

Third, to reduce as much as possible the cost of school maintenance.

To what extent these ends may be attained remains to be determined by actual trial. The principle involved is the same as that discussed under the preceding head, namely, that of using the machinery of the school system to perfect the school system.

QUIET ZONES ABOUT SCHOOLS

Increased traffic in the immediate vicinity of school buildings with its attendant noise has in some instances become almost intolerable, particularly in the central and more congested parts of the city.

In the selection of school sites, boards of education, in the past, were remiss in not paying more attention to the matter of freedom from noise. Corner sites were, as a general rule, preferred because of better light and the freer circulation of air—considerations of prime importance in case streets are properly paved and the noise evil avoided. I have in mind at this moment the Bergen Street school which will serve as a good illustration of what I mean. Twelve years ago when the first, or original, part of the present building was erected, it stood at a reasonable distance from the Bergen Street line. Neither Bergen Street nor any of the inclosing streets were at that time paved; in fact, Bigelow Street on the south had not even been cut through. There were no cars on Bergen Street other than horse cars that ran at long intervals. There was no cause for complaint at that time due to noise by trucks, hucksters, etc. Now the situation is entirely different. The original building has been enlarged first by the erection of an addition to the rear which now extends to the sidewalk on Chadwick Avenue, and a front has been built which is flush up to the sidewalk on Bergen Street. So, also, the side of the building, a full block in length, is close to the Bigelow Street sidewalk. Here, then, we have a school building with three sides each abutting a busy thoroughfare—one of them traversed by a double trolley line running frequent cars—and up to the present time, no effort whatever has been made to reduce the noise evil. It may be, however, that the principal of the school did make a protest against the paving of Bigelow Street and Chadwick Avenue with other than noiseless paving material. However that may be, the protest had no effect. As a result, the street noise has become almost intolerable. Added to the nervous wear and tear that must result from carrying on school under such adverse conditions, the efficiency of the work done by teachers and by pupils is greatly impaired. In order to hear, or to be heard, teachers sometimes find it necessary to close the windows and shut out the street noise; as a result, the atmosphere of the class room soon becomes vitiated to the injury of all the occupants of the room. The Bergen Street situation is a type of what exists in several of the larger schools of the city, as the Belmont Avenue school, the Lafayette Street school, and many others. What, if anything, can now be done to relieve this deplorable situation? There are several things that can be readily suggested:

First. A city ordinance should be adopted requiring all pavements on a block containing a school building to be laid of noiseless material, as wood or asphalt, unless the grade of the street makes it impossible.

Second. Heavy traffic, so far as practicable, should be diverted during school hours by being required to use other streets.

Third. Warning signs should be put up, as in the case of hospitals in some cities, calling attention to the proximity of a school and forbidding loud noises, such as the shouting of hucksters, etc.

Fourth. Street car companies should be prohibited from using flat car wheels and rattling worn out car mechanisms. Loose track-joints should be repaired, rails at curves kept greased, etc.

In general, all the clamor and the din that disturb a school in the performance of its proper work should be prohibited by city ordinances rigidly and impartially enforced. Does this seem to be impracticable? By no means. Such ordinances, I am told, are enforced in many cities in Europe; and for that matter in many cities of the United

States, so far as concerns hospitals. What is needed is an energetic campaign against the "unnecessary noise" evil, which should be led by the Board of Education, or by the Board of Health, or by both combined. I have reason to believe that the Board of Street and Water Commissioners would be only too glad to co-operate with the Board of Education in this matter of noiseless paving in the neighborhood of school buildings.

In locating sites for new school buildings and in enlarging present school sites, too great attention cannot be paid to the avoidance of the noise evil—now and for all time to come.

I have observed in foreign cities, particularly in London, school buildings placed in the middle of a large block, somewhat as the Lawrence Street school building is placed, so that street noise is altogether got rid of and quiet absolutely secured.

I most earnestly hope that the Board will take up this matter and push it vigorously during the coming year. If the "noise evil" cannot be suppressed altogether, a beginning at least can be made.

If it be true, as is not unlikely, that the street noise heard in many class rooms reduces the teaching efficiency five per cent. (ten to twenty per cent. is oftener the estimate), steps cannot be taken any too soon in the interests of economy, as well as of hygiene.

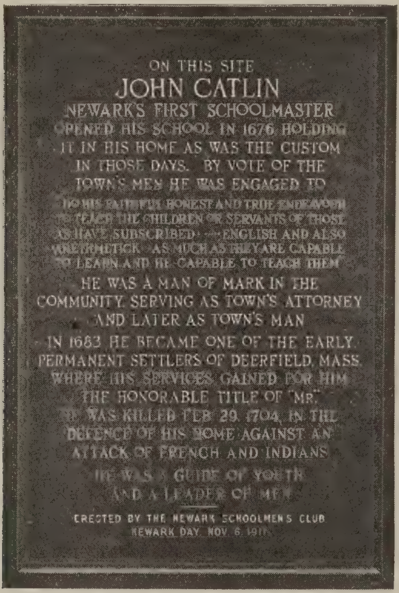
MEMORIAL TABLETS ERECTED BY THE NEWARK SCHOOLMEN'S CLUB

The Newark Schoolmen's Club inaugurated during the year a movement that bids fair at the present time to become a permanent one. For several years one of our citizens, Mr. Frank Urquhart, author of a history of Newark used in the public schools, has talked and written upon the debt we owe to the present and to future citizens of Newark in marking for identification important historical spots. To the Schoolmen's Club, made up as it is of the male teachers in the public schools, this appeal to historic conscience and to civic pride came with great force.

At a meeting of the Board of Governors of the Schoolmen's Club, held in March, 1911, a special committee was appointed to formulate plans for the placing of a tablet in memory of John Catlin, Newark's first schoolmaster. At the regular monthly meeting of the club, held March 25th, the proposition of the committee to place such a memorial on the site of Catlin's home, at the corner of Broad and Commerce Streets, where his school was held, was indorsed without a dissenting vote. For this purpose, $200 was voted, and the work of marking historic spots in this city was formally entered upon. From its inception, the Catlin tablet was intended to be not only a mark of honor to the memory of the city's first schoolman but to be the pioneer in a far-reaching plan.

The Catlin tablet was unveiled on Newark Day, November 6th, 1911, by Margaret Catlin Franchere, a twelve-year-old lineal descendant of John Catlin, who came from Iowa for that purpose.

MEMORIAL TABLET TO JOHN CATLIN



ON THIS SITE
JOHN CATLIN
NEWARK'S FIRST SCHOOLMASTER
OPENED HIS SCHOOL IN 1676 HOLDING
IT IN HIS HOME AS WAS THE CUSTOM
IN THOSE DAYS. BY VOTE OF THE
TOWN'S MEN HE WAS ENGAGED TO
"DO HIS FAITHFUL HONEST AND TRUE ENDEAVOUR
TO TEACH THE CHILDREN OR SERVANTS OF THOSE
AS HAVE SUBSCRIBED — ENGLISH AND ALSO
ARITHMETICK AS MUCH AS THEY ARE CAPABLE
TO LEARN AND HE CAPABLE TO TEACH THEM"
HE WAS A MAN OF MARK IN THE
COMMUNITY SERVING AS TOWN'S ATTORNEY
AND LATER AS TOWN'S MAN
IN 1683 HE BECAME ONE OF THE EARLY
PERMANENT SETTLERS OF DEERFIELD, MASS.
WHERE HIS SERVICES GAINED FOR HIM
THE HONORABLE TITLE OF "MR."
HE WAS KILLED FEB 29, 1704, IN THE
DEFENCE OF HIS HOME AGAINST AN
ATTACK OF FRENCH AND INDIANS
HE WAS A GUIDE OF YOUTH
AND A LEADER OF MEN

ERECTED BY THE NEWARK SCHOOLMEN'S CLUB
NEWARK DAY NOV. 6, 1916

PROGRAM OF THE UNVEILING EXERCISES

FREE PUBLIC LIBRARY
MONDAY, NOVEMBER 6
at three o'clock

ARTHUR V. TAYLOR.................*President of the Schoolmen's Club*

"THE MAN AND THE EVENT"
JACOB HAUSSLING..*Mayor*

"NEWARK"
FREDERICK F. GUILD................*President of the Board of Education*

"OUR SCHOOL SYSTEM"
A. B. POLAND..........................*Superintendent of City Schools*

"SCHOOLMEN OF TO-DAY"
RICHARD C. JENKINSON

"NEWARK AS I HAVE KNOWN IT"
FRANK J. URQUHART

"HISTORIC NEWARK"
JOHN COTTON DANA......................*Librarian, Free Public Library*

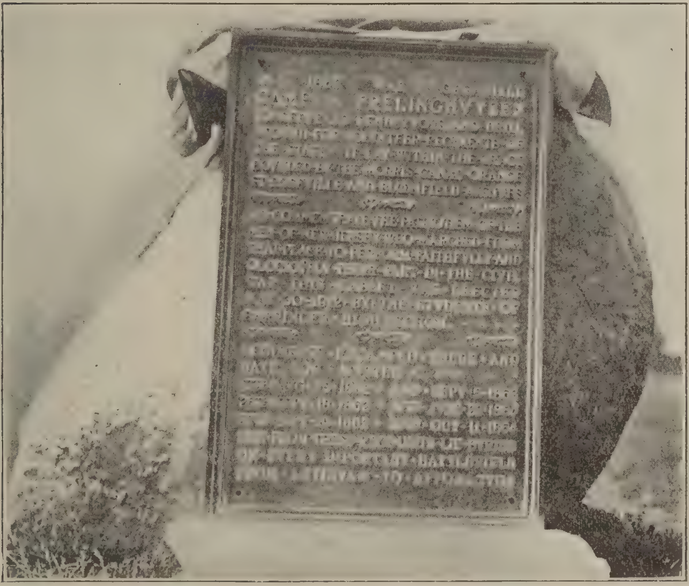
"CIVIC PRIDE AND ACTIVITY"
DAVID MACLURE......................*Principal of Chestnut Street School*

Mr. Maclure will read a poem which he has written for this occasion.

"AMERICA"

UNVEILING OF THE TABLET BY
MARGARET CATLIN PARRISH FRANCHERE,
A LINEAL DESCENDANT OF JOHN CATLIN.

At these exercises the Barringer high school, through a student representative, pledged itself to further the movement by placing a tablet to mark the site of Camp Frelinghuysen, the training ground of the New Jersey regiments in the Civil War. This was done May 29th, 1912, in connection with the Memorial Day exercises of the Barringer high school. Members of the Grand Army posts participated. Ex-Governor Franklin Murphy delivered the principal address, accepting the tablet on behalf of the Essex County Park Commission.



CAMP FRELINGHUYSEN TABLET

At a meeting of the Schoolmen's Club, held April 27th, 1912, the recommendation of the Board of Governors to mark the site of the home of Robert Treat, the leading administrator in the founding of Newark, was indorsed, and $50 was voted toward raising a fund for that purpose. On July 24th, 1912, the Committee on Instruction and Educational Supplies of the Board of Education, in response to the request of the Tablet Committee of the Schoolmen's Club for permission to secure the active co-operation of the pupils, indorsed the plan of establishing a voluntary "penny contribution" fund in the grammar and high school departments. It is expected that the Robert Treat tablet, which is to be placed on the new Kinney Building now being erected at the southeast corner of Broad and Market streets, will be unveiled on Newark Day, November 4th, 1912.

It is one of the important aims of this movement to develop civic pride in the schools with the expectation that when those who now attend grow up they will have a stronger sentiment of affection and of regard for their city than now generally exists.

IMPROVING SCHOOL YARDS

More attention than heretofore should be given to the proper oversight of school premises, including the play yards and ornamental spaces in front and at the side and in the rear of buildings. In only a few instances are play yards in connection with school buildings of sufficient size to be used as athletic fields and equipped with running track, tennis court, baseball diamond, etc. There are, however, a few yards, as, for instance, the Morton Street, Bergen Street, Fourteenth Avenue and Franklin school yards, which could be equipped with a running track, indoor baseball diamond, jumping pits, etc. In consideration, therefore, of this fact, that most of our school yards are small, it seems to me that no reasonable expense should be spared to make the largest and best possible use of them. By this I mean that each school playground, however small, should be carefully drained, graded and surfaced with a view to using it to the best possible advantage for general play, sports, games, apparatus work, etc.

Several outside visitors of distinction who have recently inspected our summer playgrounds have praised the Board for its wisdom and generosity in providing abundant and, in some instances, expensive apparatus; but they have invariably expressed surprise that the proper surfacing of our school yards has been neglected. Inasmuch as nine out of ten children get all their exercise and recreation merely by running about and by playing surface games (not by work on apparatus), a dollar spent in improving the surface of the playground goes as far as nine dollars spent upon apparatus. I would recommend, therefore, that the amount of money needed to put our playgrounds into first class condition be incorporated in next year's budget. Such appropriation should include enough to enable the Board to employ a competent expert under whose direction all moneys for playgrounds should be expended. If in order to secure an appropriation it is necessary that the further equipping of playgrounds with gymnastic apparatus be suspended, by all means let it be so suspended. The cost of apparatus is greater, while its value is scarcely comparable with that of a dry, smooth, elastic surface upon which children can run, hop, skip, jump, and enjoy themselves in natural, unartificial play. Meanwhile and until the school playgrounds are put in satisfactory condition janitors should be forbidden to spread on the surface coarse, unscreened cinders. The shoes of pupils—and particularly the thin shoes worn by girls—are cut to pieces and worn out after a few days by playing in some of these cinder-surfaced school yards. Whenever coarse cinders are used to fill in low places in the yard, they should at once be covered over with fine screenings so as to make a smooth surface.

It often happens that the slope of a playground in quite steep, and, as a consequence, the surface is gullied badly after a heavy rain. These gullies, exposing a bed of coarse, sharp stones, or furnace cinders, are allowed to remain for several weeks or throughout an entire season. They are dangerous hindrances to running games and are ruinous to shoes and clothing. The experiment, as in the Morton Street playground, of covering the surface with tan bark has worked admirably, and should be tried in other schools.

BEAUTIFYING THE SCHOOL PREMISES

So long as school buildings were of the "mill construction" type, indeed so long as school buildings were erected of the "school construction" type that prevailed until recently, there was little hope that much attention would be paid to the beautifying of school grounds and surroundings. In a few instances, however, there were exceptions to this rule. The old Walnut Street school always had an air of comfort and refinement because embowered in clinging vines. The Elizabeth Avenue school always looked attractive in its rural setting amidst flowers and vines and spacious greensward. In particular, the Lawrence Street school building, although in one of the most undesirable residence localities in the city, surrounded by stores and factories, farthest removed from the surroundings and atmosphere which we ordinarily associate with a school, has always been one of the most attractive of all our school buildings because of its beautiful flower garden in front and the charming effect of its vine-covered walls.

There are three reasons at least why the Board should pay greater attention to beautifying its school premises:

First. It owes it to the present generation of school children that they should enjoy the cultural effects of beautiful surroundings.

Second. It owes it to the neighborhood in which the school is located. A public building should enhance and not deteriorate the value of adjoining property. Why, might I ask, has the public come to fear the erection of a school building in a residential section? The answer is, that the school building and its immediate surroundings, by their ugliness and unkemptness, make the neighborhood less desirable. There are other reasons, to be sure, but this is the most powerful. In selecting new school sites, the Board has realized more than once how universal is this abhorrence of having a school building in the vicinity. Such examples of taste and fitness and consideration for the feelings of the neighborhood as were shown in the new Ridge school would in the course of a few years break down altogether this opposition to the erection of a school building in a residential neighborhood. People living in Forest Hill invariably take visitors to the city to see "our beautiful school." This is the same feeling that prompts neighbors to keep their lawns turfed and cut and trimmed. It is not a merely selfish feeling, as when one raises garden vegetables for his own personal use; it is an altruistic feeling, namely, that "I want to do my share in making the neighborhood beautiful," that causes householders in residential parts of the city to spend money liberally to keep the grounds about their houses beautiful by grading, turfing, planting shrubs, and otherwise ornamenting them. Why should not the school board, acting in a representative capacity for the city, feel itself just as amenable to this law of courtesy and respect toward one's neighbors? The private owner is willing and does contribute ungrudgingly, as a rule, toward beautifying his own and his neighbor's surroundings. Why not the city?

It is lamentably depressing for any one who is honestly working to "beautify Newark," or for one who is thrilled by speeches and articles and Board of Trade pronunciamentos on "The Newark Beautiful," to witness day after day the lack of interest that prevails in some quarters, and the neglect of the one spot in every neighborhood which most needs the magician's touch to remove its ugliness—the local school premises. Is it not possible to get into the school budget for the coming year an appropriation sufficient to grade, turf, and beautify those portions of school grounds not needed for the actual purpose of play? It will not do to leave this beautifying of school premises wholly to janitors any more than it will do to leave the ornamentation of our home grounds to men who are not educated and trained for that special kind of work. It is no disparagement of janitors to affirm that they are incompetent to do it; I doubt whether there is one man in a thousand who has the necessary knowledge and experience, or who could qualify as an employee for that purpose under the rules of the Essex County Park Commission. Landscape gardening is an art whose principles only a comparatively few are trained to understand and to apply. I would recommend that the Board employ a competent landscape gardener to supervise and direct this work. It will no doubt be possible to find in one man the necessary qualifications for both supervisor of playgrounds construction and landscape gardener. This man should possess not only the training given by the best schools, but experience in work of the kind elsewhere. The addition to the Board's staff of a person of such training and experience would cost relatively little; it would add enormously to the grand output in training, knowledge, culture, character, and civic usefulness, to secure which the city maintains at great expense its system of public schools.

LEAVE OF ABSENCE OF TEACHERS FOR STUDY AND TRAVEL

On several occasions the Board has received applications by teachers for leave of absence on half pay for the purpose of study and travel. On one occasion only has the Board granted such request and then on loss of substitute's pay. The fear has been entertained that if such requests were granted, in the absence of any established rule, further requests would be made and advantage taken of the privilege to the detriment of the schools.

The plan of granting such leave of absence on half pay is not by any means a new one; it has been a common practice in several of the larger colleges and universities. Its justification on economic grounds is that the person enjoying such leave will be profited by the opportunity it offers to become acquainted with the latest and best thought and practice in the field in which he is himself interested. True, teachers in general may fairly be expected, as a matter of course, to keep abreast of the times by reading, study, observation, and professional fellowship during the whole period of their teaching. It must be admitted, however, that such reading and study, which must be almost wholly from books and printed matter, cannot be carried on as successfully under the tension of daily teaching as under conditions that are less exacting and burdensome. Many teachers—and not infrequently the most successful teachers—find themselves unable to do much outside study owing to the exhaustion that attends keeping their daily work up to its highest state of efficiency. There is this to be said also, that study from a book lacks the interest of instruction from the tongue of the living teacher. In many instances, the real essence of the thing about which information is desired cannot be learned except by actual personal contact with the living teacher. It is for this reason that many students after graduating from the academic or professional courses of one university find it profitable as well as desirable to attend other universities, and particularly foreign universities and professional schools. The large number of American students attending universities and professional schools in England, France, and Germany attest this fact. Recently not a few foreign students have been coming to the United States to study their specialties under the conditions and stimuli that exist here. A relatively large number of our leading college and universitiy professors and instructors have received their post graduate degrees by study in universities and professional schools abroad. When asked to give their impression of the value to themselves of such study, the answer almost invariably is, "It enabled me to get a new viewpoint from which to see and to attack the problems of literature, science, and art with which I formerly believed myself to be fairly familiar but which now appear to me in quite a new light."

There is a great difference between reading an opera and hearing an opera; between reading a description of a difficult surgical operation and seeing it actually performed; between being told how history should be taught and sitting at the feet of the great teacher himself and witnessing him teach. If books only were needed to give knowledge and skill, then the purchase of an encyclopaedia would, in most cases, be all that is necessary to become a great scholar or teacher. That such is not the fact we all know. It requires the presence, the suggestion, the personal help, and, above all, the example and inspiration of one who is himself a great teacher, to enable another to become equally great, that is, a leader in thought or action along the line of any intellectual achievement, or in the acquisition of more than ordinary skill.

With these considerations in mind, and needing as we do in our secondary and in our elementary schools men and women of the highest attainments in knowledge and skill, is there any other or better way than to encourage by a leave of absence on half pay those who are willing themselves to make a real sacrifice? The fact of taking a leave of absence is of itself a considerable sacrifice. It means the giving up of half one's income—and its purpose is to enable the one making the sacrifice to become more efficient in the service he is required to perform. Stated differently, the city by advancing a certain amount of capital (salary) obtains as a result a larger net income for the future.

If I am right in my contention thus far, it remains only for the Board of Education to safe-guard its interests by requiring all teachers who take a leave of absence on half pay to enter into an agreement to return and to teach long enough thereafter to repay the advance made to them. This is effected under the Boston regulations for granting leaves of absence to teachers, by requiring such teachers to enter into an agreement to remain in the service of the Board for a term of three years after the expiration of the leave of absence; or, in case of resignation meantime, to refund to the city such proportion of the amount paid them for the time included in the leave of absence as the unexpired portion of the said three years bears to the entire three years. The provisions of this agreement do not apply to resignation on account of ill health, with the consent of the Board, nor to resignation at the request of the Board. Under the Boston regulations teachers on Sabbatical leave of absence are required from time to time to report in writing to the superintendent as to the manner in which they are employing their leave of absence; and if at any time a teacher fails to make such report, or shows evidence of not employing his leave of absence for the purpose for which it was granted, the superintendent is given the power by said regulations of the Board to terminate that leave.

It is said that the experience of Boston, which covers a period of six years, has been altogether satisfactory. The average number of teachers who have annually applied for such leave has been less than thirty. If leave of absence were granted in Newark under similar conditions, it would not, in my judgment, be taken advantage of by more than ten to fifteen teachers in any single year. This number could be limited to five or ten per annum, if thought best.

I am fully aware that there are, perhaps, a few teachers

MACHINE SHOP, EAST SIDE C. & M. T. HIGH SCHOOL

who, finding it necessary to take a year's leave of absence because of ill health, might take advantage of a regulation of this kind to obtain half pay during such absence. It is urged, however, in justification of this regulation that such instances would be rare, since few teachers whose health enabled them to continue to teach would be likely to forfeit half of their income for a full year; and, furthermore, that a teacher suffering from ill health and hence incapacitated should be encouraged to take a leave of absence in order that another teacher presumably capable and "well" may take his place. The experience of cities up to the present time has not been extended enough to enable any accurate estimate to be made of the net benefit to a school system resulting from this plan. The experience of colleges and of universities through a long term of years, the satisfactory results obtained in the city of Boston, and in the cities of Cambridge, Newton, and Rochester, together with the *a priori* considerations discussed above, have convinced me that the principle is a sound one and that it may be safely put into practice in Newark. If on reasonable trial it proves to be unsatisfactory, then the policy of the Board could be changed without any considerable loss in money or prestige.

FREE PUBLIC LECTURES

The system of free public lectures established many years ago has continued to receive popular approval and to enlarge accordingly. Great credit is due Supervisor Balcom for the admirable manner in which the lecture courses have been conducted. It is by no means an easy task to suit all classes of people in a matter of this kind. Men and women have such diverse tastes, such acute likes and dislikes, that naturally one expects to hear much adverse criticism either during or at the end of a lecture season. So far from this being the case I have heard nothing but expressions of satisfaction and approval. The larger total attendance this year is due in some measure no doubt to the increase in number of lecture centres; namely, the Madison school and the East Side high school. A few lectures were given, also, in the Ridge school. The total attendance was as follows:

First course—October to December (inclusive)	75,158
Second course—January to March (inclusive)	79,959
Total of both courses	155,117
Aggregate attendance for the year preceding	125,645
Increase	29,472

It should be said, moreover, that on six different occasions the lecture halls had to be closed before the hour of beginning on account of lack of seating capacity; and on many more occasions auditoriums were comfortably filled.

An experiment was made with Sunday afternoon lectures, the first being attended by 450 people; on the occasion of the second lecture more than 200 people had to be denied admission for lack of room. It would seem, therefore, that Sunday afternoon lectures are likely to be a success; at any rate, they ought to be given a more extended trial another year.

The following recommendations from Mr. Balcom's report deserve to be considered:

> *Bulletins.* The experiment of doing away with special bulletins for each centre and printing a larger number of general bulletins, convinces me that we may safely continue this method of advertising the lectures for future courses. I would recommend, however, that the general bulletin be made as attractive as possible, and that greater care be given to the selection of paper and type used in printing. An artistic bulletin will be a great deal better advertising medium than one that is thrown together in an indifferent manner.
>
> I should like, also, to see more artistic printing done in connection with the large bulletins that are put up in front of or in the neighborhood of lecture centres, and in order to carry this idea into effect, I would recommend that the "Fulton Sign and Price Marker" (one set No. 69) be sent to each lecture centre for the use of the one in charge. The bulletin used to advertise the lectures given at the First Church, is not a credit to the lecture system. I recommend that it be replaced by a more attractive one.
>
> *Character of Lectures.* I would recommend for the courses next year that the subjects which have interested the people most be continued; and that new subjects be

added such as will prove to be timely and helpful to the lecture-going public. As an innovation, I would recommend that at least half a dozen Sunday afternoon musical programmes be given at some central point (possibly the Central high school would be best for this), and that a competent orchestra of sufficient size be engaged for such occasions. This experiment has been tried successfully in New York City during the past year. It is an attempt to bring the best music to the masses, many of whom cannot afford to pay admission to hear similar programmes when given at the Metropolitan Opera House or at Carnegie Hall. The result in New York City has been crowded houses and great appreciation. I believe we should make this a special feature for the coming year, and therefore I recommend it for your consideration.

New Centres. At present we have twenty-two centres. The Public Library will probably not be available for our lecture work next year. I would recommend, in any case, that the auditoriums of all the new school buildings recently completed, be utilized for lecture work; such as Peshine, West Side, Central high, and possibly Webster Street auditoriums. This addition would give us twenty-five or twenty-six centres.

Appropriation. In order to meet the additional expense of providing for this conservative growth of the lecture work, I would recommend that an appropriation of $2,000 be made in addition to the amount appropriated last year, making $12,000 in all. This sum will suffice to meet the expense of raising the standard of lectures as well as of carrying out all of the recommendations embodied in this report.

For more detailed information see *Statistics* at the end of the City Superintendent's report.

CHILDREN'S COURSE OF ILLUSTRATED LECTURES IN ELEMENTARY SCIENCE

Several years ago, upon the suggestion of Assistant Superintendent Corson, the experiment was first tried of giving a course of free after school lectures intended to interest children in the study of nature and in their physical environment. These lectures have been, in the main, most interesting as well as instructive. They are given by experts in their respective fields at 3:30 p. m. in school auditoriums centrally located for different groups of schools.

The teacher is expected to accompany the class although such attendance is not mandatory. Reliance is placed upon the interesting character of the lectures to secure a good attendance. During the year of this report twenty-three lectures were given at different centres with an attendance as follows:

Centre	Date			Attendance
Belmont Avenue	April	15th	(Clear)	761
Avon Avenue	“	16th	“	515
Alexander Street	“	“	“	302
Bergen Street	“	“	“	427
Lafayette Street	“	17th	(Stormy)	520
Hamburg Place	“	“	“	464
Warren Street	“	“	“	456
Washington Street	“	“	“	407
Franklin	“	18th	“	634
Belmont Avenue	“	“	“	1,156
Central Avenue	“	23rd	(Clear)	420
Elliot Street	“	“	“	418
Franklin	“	“	“	323
South Tenth Street	“	“	“	222
Franklin	“	24th	“	466
Hamburg Place	“	“	“	600
Lafayette Street	“	“	“	645
North Seventh Street	“	“	“	381
Avon Avenue	“	25th	“	906
Belmont Avenue	“	“	“	789
South Market Street	“	“	“	287
Warren Street	“	“	“	350
Camden Street	May	7th	“	426

The lectures are graded and classified in accordance with our course in nature study. Pupils attend by grades; thus, pupils of the fourth, fifth, and sixth grades are invited to attend a lecture on "Our Insect Foes." There is scarcely a doubt that these lectures fill a great need. Mr. Corson, who has had full charge of these lectures for six years, says of them:

> The mass of children cannot be taken to field, meadow, or shore, or to zoological collections for observation of plants and animals, or for personal discovery and experiences. The best substitute is the picture with the supplementary lecture. This course has now been given six successive years, and its value has been demonstrated. Each year effort has been made to give the lectures in places most convenient to teachers so that long trips through the streets with children might be avoided. In every case possible the lecture was sent to the school rather than the school to the lecture. A number of assembly-rooms are

without dark shades so they were not available for illustrated lectures in the day time. They should all be properly equipped before next spring, and the appropriation should be larger so the work may be extended. Notwithstanding storm on some of the days, the attendance was large.

Moving Pictures

An innovation was introduced this year in having moving pictures, and to form a personal judgment as to their possibilities and the practicability of using them, I attended all the exhibitions, introducing the same by a few instructive remarks to make the lessons of the films as clear and effective as possible. There was much interest on the part of teachers and pupils and abundant evidence of the great value of the exhibitions. The films were selected for purposes of instruction and not entertainment. Their titles —"From the Egg to the Spit," "The Carrot Caterpillar," "The Fly Pest," "Boil Your Water," "Birds in Their Nests," "Sea Birds in Their Haunts"—indicate the character and scope of the work intended to be done. To illustrate the importance of the exhibition, I was present in a class the day following during a discussion preparatory to the writing of compositions on the various subjects. One student desired to know why the eggs were turned in the incubator as shown in the picture. This and other questions were answered correctly. The experiment was so satisfactory that it should be followed next year by the incorporation of this feature into our regular work. Not only could the work in elementary science be supplemented and amplified, but instruction in physiology, civics, history, and geography could be strengthened. An appropriation of one thousand dollars would be sufficient to inaugurate the new work.

Stereopticon Department

Several years ago a collection of three hundred seventy-five slides illustrating history and geography was made, and is now in my office, from which place selections are sent to the schools requesting the same. Eleven of our schools now have stereopticons, and stereopticon lessons are given from time to time. The experiment has been successful, and the time has now arrived to organize and equip a Stereopticon Department. If principals order slides for their individual schools, there will be great waste of money and unnecessary duplication of material. A Stereopticon Department will reduce both to a minimum. There is now the nucleus for such an organization, and it would seem not unduly difficult to extend it. The needed stereopticon equipment for each school consists of a lantern, screen, dark shades, and special electrical connection. The slides to be ordered could be arranged in lessons or sets in boxes such as those now in my office and sent on request for periods of two days to the respective schools. A catalogue of slides could be kept on file in each school and the handling of the whole matter be made systematic and satisfactory. I recommend that the Department be formally organized and equipped as rapidly as possible.

COST OF SCHOOL MAINTENANCE

It has been the practice of the city superintendent in preceding years, in discussing the cost of school maintenance, to give somewhat elaborate tables showing receipts and expenditures covering a period of ten years or more. It seems scarcely necessary to repeat these tables annually, especially since the essential facts are, or may readily be, shown in the reports of the Board's financial officers. The use of these facts by the city superintendent has been chiefly to show their relation to the unit of cost of the various parts or elements of the school system and by this means to ascertain whether the schools are being economically administed. Tables of cost such as have heretofore been given will be found, if needed for comparison, in last year's printed Report of the Board of Education, pages 194-197.

The following table, covering a period of the last four years only, is presented in order to illustrate the continued growth and expansion of the school system in relation to the progressive cost of maintenance. The question is obviously one of great importance to all taxpayers as well as to the Board of Education, and demands the most careful and exhaustive consideration:

COMPARISON OF GROWTH AND COST OF MAINTENANCE
REGULAR DAY SCHOOLS ONLY

Year	Cost of maintenance	Total enrollment	Per capita cost
1908-09	$1,622,651.57	55,947	$29.00
1909-10	1,740,452.84	57,742	30.14
1910-11	1,901,444.87	59,936	31.72
1911-12	*2,062,504.74	63,024	32.72

* Overhead charges, which should be distributed among all kinds of schools, are here omitted.

It is to account, if possible, for this steadily increasing per capita cost of maintenance that the tables which follow are submitted and discussed. It may be laid down as a first principle that, for the purpose of comparison, the *same items* should be included each year under cost of maintenance; otherwise, no satisfactory comparison can be made. In order that these items of cost may be definitely known and mistakes thereby avoided, the following classified statement is submitted. The form is that recommended by the United States Bureau of Education. (See Bulletin of National Bureau of Education, No. 3, 1912.)

CLASSIFIED STATEMENT OF EXPENDITURES—ALL SCHOOLS FOR THE YEAR 1911-1912

Expenses of General Control (overhead charges)	
Board of Education and Secretary's Office	$17,890.31
Legal services	2,000.00
Offices in charge of buildings and supplies	15,749.90
“ “ “ “ repairs	4,516.61
“ “ “ “ construction	9,041.53
Office of City Superintendent of Schools	14,103.15
Enforcement of compulsory education	16,507.76
Medical inspection	25,679.43
Pensions	22,340.41
Other expenses of general control	8,750.08
Total	$136,579.10
Expenses of Instruction	
Salaries of supervisors of grades and subjects	$48,462.67
Salaries of principals and their clerks	186,971.85
“ “ teachers	1,565,251.86
Text books	55,517.41
Stationery and supplies	64,597.59
Other expenses of instruction	16,628.64
Total	$1,937,430.02
Expenses of Operation of School Plant	
Salaries of janitors and other employees	$154,267.93
Fuel	49,262.48
Water	6,123.13
Light and power	27,063.26
Total	$236,716.80
Expenses of Maintenance of School Plant	
Repairs of buildings and upkeep of grounds	$87,383.79
Repair and replacement of equipment	21,990.05
Insurance	5,441.48
Total	$114,815.32

Expenses of Auxiliary Agencies	
Library—Salaries	$1,099.93
Miscellaneous Expenses	
Rent	$2,926.33

Summary of Expenditures

	Amount	Per cent.
General control (overhead charges)	$136,579.10	5.6
Instruction	1,937,430.02	79.7
Operation of school plant	236,716.80	9.9
Maintenance of school plant	114,815.32	4.7
Auxiliary agencies	1,099.93	...
Miscellaneous	2,926.33	0.1
Total	$2,429,567.50	100

The following statement aims to distribute the cost of school maintenance among the several kinds of schools and special activities. *In this distribution the expenses of general control (overhead charges) have been omitted.*

DISTRIBUTION OF EXPENSES OF SCHOOL MAINTENANCE FOR THE YEAR 1911-1912

Day Schools		
Normal	$ 24,295.06	
High	272,690.31	
Elementary	1,717,271.25	
Industrial	11,584.96	
Special schools	36,663.16	
		$2,062,504.74
Evening Schools		
High	$56,687.19	
Elementary	68,303.15	
Industrial	19,600.53	
		144,590.87
Summer Schools—Elementary		38,905.70
Playgrounds		23,130.25
Free Lecture Courses		10,522.00
Other Special Activities		13,334.84
Total		$2,292,988.40

The chief value of the foregoing statement is that it enables us to determine at a glance the comparative cost of the various kinds of schools. Thus, the cost of maintaining the normal school, $24,295.06, is scarcely one-eleventh of the cost of maintaining the high schools, $272,690.31. Compared also with the year preceding, the cost of high school maintenance has increased from $186,172.59 to its present amount, $272,690.31, in one year. Now by comparing the total enrollment in high schools for the corresponding years, it can be easily ascertained that the unit of cost has increased from $64.06 in 1911 to $83.41 in 1912.

The statement shows also that the present cost of day industrial schools, $11,584.96, is considerably less than one per cent. of the cost of the elementary (non-industrial) schools, $1,717,271.25; also that the cost of maintaining special schools for defective children is already considerably more than three times as great as the cost of maintaining industrial schools. The total cost of evening schools, $144,590.87, is shown to be about one-fourteenth of the total cost of day schools. This will surprise any who are not familiar with the fact that the Newark evening school system is fifth in size in the United States.

The cost of summer schools, $38,905.70, will likewise cause surprise until it is explained that we enroll more pupils in our summer schools than are enrolled in any other city of New Jersey, except Jersey City and Paterson, at any season of the year; in fact, the Newark summer school enrollment is the second largest in the United States—that is, next after New York City, and ahead of the city of Chicago. The large summer playgrounds expenditure, $23,130.25, is to be accounted for similarly.

In my annual report to the Board for the year 1908, pp. 70-89, an exhaustive statement was given of the reasons for the almost universally increasing cost of public school education. The reasons then stated continue to hold good; indeed, the rapid extension of the functions of the school, witnessed almost everywhere—not only in the United States, but throughout the world—has caused a still more rapid rise in cost than ever before.

The classified reasons given in my report for the year 1908 were the following:

(1) Increase in salaries of teachers and employees of the Board in accordance with existing schedules.

(2) Gradual reduction in size of classes to an average of forty, or less, per teacher.

(3) Broadening the school curriculum by enlarging the field of industrial and vocational training, physical training, etc.

(4) Enlarging and improving the department of medical inspection and of compulsory education.

(5) Greater liberality in providing text books, supplies, and equipment.

(6) Several lesser causes, as additional supervision, appointment of clerks to assist principals, etc.

To the foregoing are to be added several new reasons for the increased per capita cost of school maintenance. These are:

(1) The better school buildings erected during the past four years require a much larger annual expense for their upkeep. This refers to the cost of engineers' and of janitors' service, fuel, light, power, and ordinary repairs. The mechanical system of ventilation installed in all new buildings, valuable and indispensable as it is, requires nevertheless a considerable added expense. It would be interesting to know, and it could easily be figured, if accounts were duly separated, how much the cost of school maintenance has been increased by improved systems of ventilation. The substitution of electric lighting for gas illumination (formerly very poor) has added considerable to current cost of maintenance.

(2) The organization of the executive and administrative end of the school system into several independent departments, as architect's, engineer's, superintendent of supplies', medical inspection, etc., has added not a little to the cost of school maintenance. There is no doubt that the work of the several departments is being done far better than ever before; but the fact should not be lost sight of, that a considerable expense has been added which is bound to show in a rising per capita cost.

(3) The rapid expansion of grammar schools (upper grades) and increase of high schools during the past few years have added considerably to the general cost of maintenance. This matter has been discussed quite fully elsewhere in this report.

(4) The recent establishment of several special schools and classes for the blind, the deaf, the feeble-minded, the anaemic, and the tubercular, has increased appreciably the per capita cost of school maintenance.

To what extent this increased per capita cost is chargeable to any particular item can only be discovered by an appropriate separation of accounts, as previously stated.

A comparison of the Newark per capita cost with that of other cities will show that ours is well up among the highest. It may be recalled that a circular bearing upon this matter was issued by the Board of Education for circulation at the time of the recent Newark Industrial Exposition. This relatively high per capita cost is explained by the fact that our school system as a whole has advanced along many different lines, such as, evening schools, summer schools, physical and industrial training, special (defective) classes, medical inspection, etc. The fact also that Newark is in the metropolitan district, and hence required to adjust the salaries of its teachers and the wages of its other employees to prevailing standards, explains in a measure our high per capita cost as compared with that of cities differently located.

The question naturally arises: Do the people of Newark want cheaper schools? If so, there are several ways known to all whereby their cost may be considerably and immediately reduced. These are:

1st. By cutting off or cutting down activities such as free lectures for the people, physical training in the schools, playgrounds, recreation centres, and general activities of every kind. This, in my judgment, would be most unfortunate.

2nd. By increasing the size of classes and thereby making it possible to get along with fewer teachers. This also would be unfortunate, since the present size of classes, to wit, an average of forty, is not too small.

3rd. By paring down expenses of every kind; not including, however, the salaries of teachers which cannot be reduced under the tenure of office act.

There is no one in official relations to the Board, I am sure, who is not in favor of using every means for reducing the cost of the schools that is reasonable, just, and of such a nature as not to impair their present or subsequent efficiency. It should never be forgotten, however, that the appropriate education of the children and youth of our land, so as to enable them to perform justly and adequately the duties of adulthood and of citizenship in a democratic state, is a concern of paramount importance to society as a whole. To educate a child at public cost is not an act of charity extended to the child, as many are still prone to think. In its legal aspect, as defined by Blackstone, education is the chief duty of parent (or State) toward the child. It should be looked upon not as a charity but as a capital investment. Every dollar put into the schools, provided the schools be worthy, is, or will be, productive of more good to the community than the same investment in United States bonds or in interest-bearing securities of any kind. No investment in streets, parks, buildings, or boulevards can compare with it. I would, therefore, urge that there be no abandonment of our present field of educational enterprise. On the other hand, if we can economize without impairing efficiency we should do so. All the tests known to "efficiency engineering" should be applied to find out whether we are getting the full value of all money expended; and whether or not we are doing, or attempting to do, anything not worth while. To know whether our schools are performing well the work laid out for them; and to know, also, whether the work laid out for them is that most worth the doing, will require that the Board of Education, parents, citizens—everybody, in fact—be always on the alert and exercising their highest wisdom and intelligence. It may be stated as an axiom that the schools, on the whole, are likely to give the public exactly what they demand, *rarely more and scarcely less.*

The following comparative tables show the per capita cost of maintaining the different kinds of schools for the years 1908-1912:

TOTAL EXPENDITURES AND PER CAPITA COST OF DAY SCHOOLS

Year	Total expenditures	Based on total enrollment	Based on average enrollment	Based on average attendance
1908-09 ..	$1,622,651.57	$29.00	$35.70	$38.04
1909-10 ..	1,740,452.84	30.14	34.76	39.39
1910-11 ..	1,901,444.87	31.72	36.51	40.83
1911-12 ..	2,062,504.74	32.72	37.74	41.90

PER CAPITA COST OF EVENING SCHOOLS

Year	Based on total enrollment	Based on average enrollment	Based on average attendance
1908-09	$8.53	$16.32	$19.28
1909-10	8.69	19.54	23.49
1910-11	8.59	17.51	22.35
1911-12	8.91	17.44	21.94

PER CAPITA COST OF SUMMER SCHOOLS

Year	Based on total enrollment	Based on average enrollment	Based on average attendance
1908	$2.30	$3.27	$3.72
1909	2.38	3.35	4.02
1910	2.55	3.36	3.88
1911	2.71	3.57	4.12

The following new table will be found particularly illuminating for study and comparison with similar data hereafter:

PER CAPITA COST OF DIFFERENT SCHOOLS FOR THE YEAR 1912 COMPARED

School	Based on total enrollment	Based on average enrollment	Based on average attendance
Normal School	$78.37	$ 94.90	$ 97.96
High schools	83.41	108.46	115.64
Elementary schools	28.52	33.18	36.93
Industrial school	64.36	91.94	99.01
Evening schools:			
High	9.37	22.98	29.20
Elementary	7.58	13.28	16.86
Industrial	16.86	28.90	32.83
Summer schools:			
Elementary	2.71	3.57	4.12
Playgrounds	.....	.....	2.22

In concluding this discussion of cost of school maintenance, I am fully aware of its incompleteness, which is owing in some measure to the fact that the methods of bookkeeping heretofore employed have not enabled the ready separation of some of the items of cost necessary for a detailed study such as is herein attempted. A new system of records is now being put into effect, which will make it possible hereafter to go into the most minute accounting that the Board or public may desire. I shall hope to make this a principal feature in all future reports.

CONCLUSION

I desire, in concluding this report, to state that, in my judgment, the year has been one of progress along well established lines. If these are pursued for another four years with the same self-sacrificing effort and clear perspective as during the past four years, your honorable body will have contributed to the city of Newark a public service of which all citizens may justly be proud.

So far as teachers, principals, and paid employees of the Board have contributed to the results obtained, it should in justice be said that all have worked in harmony and with only one end in view, namely—doing the best we could for the children committed to our care.

Respectfully submitted,

A. B. POLAND,

City Superintendent

STATISTICS

City Superintendent's Report

GENERAL STATISTICS

Population of City (estimated)	379,000
Number of separate school buildings	67
Total number of class rooms	1,328
Total seating capacity—all schools	63,428

SCHOOLS AND TEACHERS

		Number of schools (or classes)	Number of teachers employed
Day Schools			
Normal		1	9
High		3	127
Elementary—grammar, primary and kindergarten		57	1,293
Boys' Industrial		1	7
Special	Ungraded	3	7
	Defective (classes)	11	12
	Deaf (classes)	4	4
	Open Air (classes)	2	2
	Blind	1	1
	Tubercular	1	2
Assistant superintendents 2, secretary of board of examiners 1, supervisors 14, manual training teachers 23, cooking teachers 4, special teachers 2, clerks to principals 35, making a total of			81
Total day school teachers			1,545
Evening Schools			
Industrial		2	26
High		8	133
Elementary		17	194
Supervisors 6, special teachers 17			23
Total evening school teachers			376

Summer Schools	28	444
Playgrounds	22	155
All Year Schools	2	73

ENROLLMENT, ATTENDANCE, ETC.

TOTAL ENROLLMENT ALL SCHOOLS

	Males	Females	Total
Day schools	36,690	31,334	63,024
Evening schools	9,424	6,795	16,219
Summer schools	7,065	7,306	14,371
Summer playgrounds	4,837	5,128	9,965
All year schools	....	....	2,849

DAY SCHOOLS

Total enrollment in day schools		63,024
Average enrollment in day schools		54,649
Average attendance in day schools		49,219
Per cent. of attendance		90.0
Number of days schools were actually in session, 1911-1812		192
Total number of days present—		
Males	4,781,215	
Females	4,668,757½	
All pupils		9,449,972½
Total number of days attendance lost by children on account of quarantine		85,762
Allowance		1,339½
Total attendance allowed by state		9,537,074
Total number of days absent—		
Males	500,442½	
Females	542,119½	
All pupils		1,042,562
Average number of days present—all pupils		149.9
Average number of days absent—all pupils		16.5
Number of pupils who have neither been absent nor tardy during year		1,263
Number of sessions truant		10,687
Total number of cases of tardiness		41,754
Average number of cases of tardiness per session		111
Average number of cases of tardiness per session per teacher		.08833

NORMAL SCHOOL

	1912	1911
Total enrollment	310	266
Average enrollment	256	206
Average attendance	248	198
Per cent. of attendance	96.8	96.2
Number of graduates—		
January	38	39
June	59	45

HIGH SCHOOLS

Total Enrollment

Year	Males	Females	Total
1908	990	1,136	2,126
1909	1,119	1,260	2,379
1910	1,220	1,434	2,654
1911	1,386	1,520	2,906
1912	1,586	1,683	3,269

Average Enrollment, etc.

Year	Average enrollment	Average attendance	Per cent. of attendance
1908	1,602	1,521	94.9
1909	1,814	1,726	95.1
1910	2,087	1,954	93.6
1911	2,202	2,062	93.6
1912	2,514	2,358	93.8

Distribution by Grades

Grade	Males	Females	Total	Increase over 1911	Per cent. of total enrollment
First year	842	900	1,742	42	53.3
Second year	353	342	695	74	21.3
Third year	274	262	536	175	16.4
Fourth year	117	179	296	72	9.
Total	1,586	1,683	3,269	363	100.

Number of Graduates

Year	Classical course	Commercial course	General course	Technical course	Total	Per cent. of total enrollment graduated
1908	51	20	75	8	154	7.2
1909	90	20	79	1	190	7.9
1910	72	29	77	3	181	6.8
1911	87	1	121	7	216	7.4
1912	121	20	118	4	263	8.0

ELEMENTARY SCHOOLS

(Including special schools and classes

Enrollment

	Boys	Girls	Total
Boys' Industrial	180	......	180
Grammar and Primary	25,451	25,024	50,475
Kindergarten	4,679	4,616	9,295
Ungraded	193	......	193
Defective	131	62	193
Deaf	31	18	49
Blind	4	5	9
Open Air	58	36	94
Tubercular	35	41	56

Average Number of Pupils per Class and Kindergarten Statistics

SCHOOL	Grammar and Primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
Abington Avenue	19	748	708	39	2	132	89	79
Alexander Street	15	647	595	43	1	99	62	45
Ann Street	19	840	770	44	2	153	95	81
Avon Avenue	33	1,350	1,244	40	3	218	148	134
Belmont Avenue	40	1,681	1,557	42	5	444	279	225
Bergen Street	34	1,440	1,319	42	2	204	125	98
Blum Street	2	81	74	40	....	......	....	......
Bruce Street	15	638	566	42	2	149	88	72
Burnet Street	30	1,208	1,063	40	2	185	111	77
Camden Street	29	1,250	1,146	43	4	313	204	167
Central Avenue	25	1,048	943	42	2	139	90	70
Charlton Street	35	1,384	1,302	40	8	628	368	317
Chestnut Street	18	736	653	41	1	88	46	30
Eighteenth Avenue	22	859	793	39	3	207	127	98
Elizabeth Avenue	6	237	218	39	....	......	....	......
Elliott Street	21	856	764	40	2	143	72	53
Fifteenth Avenue	23	1,180	1,059	51	3	290	170	124
Fourteenth Avenue	25	1,085	994	43	2	128	70	67
Franklin	30	1,284	1,179	42	3	272	183	144
Hamburg Place	29	1,273	1,154	43	2	169	99	75
Hawkins Street	14	576	499	41	1	113	58	44
Hawthorne Avenue	23	912	826	39	2	123	67	57
Johnson Avenue	3	119	105	39	1	100	54	45
Lafayette Street	30	1,189	1,073	39	2	213	128	104
Lawrence Street	9	320	297	35	2	124	75	66
Lincoln	10	409	380	41	1	72	44	33
Livingston Street	8	337	307	42	....	......	....	......
Madison	26	1,096	993	42	2	173	108	77
Market Street	2	83	78	41	....	......	....	......
Miller Street	23	938	854	41	2	130	73	54
Monmouth Street	25	984	895	39	4	293	173	141
Montgomery	21	808	745	38	3	244	166	137
Morton Street	37	1,529	1,428	41	4	302	195	165
Newton Street	36	1,492	1,365	41	4	315	219	177
Normal and Training—Training Department	6	148	133	24	1	59	24	18
North Seventh Street	21	913	826	43	2	157	95	74
Oliver Street	22	906	825	41	2	196	128	105
Park Avenue	2	68	60	34	....	......	....	......
Peshine	11	311	277	28	1	85	60	49
Ridge	10	376	346	37	1	88	48	36
Roseville Avenue	10	407	365	40	1	100	59	47
Seventh Avenue	36	1,453	1,293	40	6	488	309	239
South Street	18	770	696	37	2	164	100	80

SCHOOL	Grammar and Primary				Kindergarten			
	No. of classes	Average enrollment	Average attendance	Pupils per class	No. of teachers	Enrollment	Average enrollment	Average attendance
South Eighth Street...	30	1,193	1,103	40	2	133	75	61
South Market Street..	20	773	685	38	2	129	84	63
South Tenth Street....	21	851	804	40	2	117	80	64
State Street............	2	61	54	30	....	....	....	......
Summer Avenue.......	16	617	553	38	1	73	43	30
Summer Place.........	7	291	258	41	1	63	41	30
Sussex Avenue.........	20	814	731	41	2	143	85	51
Thirteenth Avenue....	38	1,562	1,442	41	3	294	177	140
Walnut Street.........	7	269	242	38	1	83	49	41
Warren Street.........	16	662	588	41	2	148	92	73
Washington Street....	20	776	709	40	2	140	74	60
Waverly Avenue.......	18	813	751	45	2	160	99	81
Webster	22	691	607	31	3	239	136	110
West Side.............	16	750	684	47	2	69	93	71
Total.............	1,126	45,651	41,591	40	118	9,291	5,737	4,579

Promotions in the Elementary Schools
For the Past Three Years

Grade	1910			1911			1912		
	January	June	Average	January	June	Average	January	June	Average
8A	.907	.929	.918	.907	.941	.924	.931	.965	.948
8B	.897	.893	.895	.87	.906	.888	.904	.904	.904
7A	.871	.892	.881	.888	.897	.892	.883	.896	.889
7B	.853	.873	.863	.885	.871	.878	.879	.882	.88
6A	.856	.842	.849	.857	.862	.859	.85	.879	.864
6B	.839	.836	.837	.824	.857	.84	.855	.878	.866
5A	.862	.855	.858	.858	.865	.861	.869	.895	.882
5B	.818	.83	.824	.836	.842	.838	.857	.875	.866
4A	.852	.857	.854	.843	.877	.86	.862	.883	.872
4B	.821	.824	.822	.829	.863	.846	.853	.868	.86
3A	.841	.867	.854	.848	.882	.865	.876	.888	.882
3B	.829	.846	.837	.846	.861	.853	.846	.882	.864
2A	.835	.847	.841	.829	.855	.842	.853	.87	.861
2B	.812	.814	.813	.805	.834	.819	.834	.857	.845
1A	.776	.822	.799	.786	.828	.807	.83	.864	.847
1B	.671	.703	.687	.69	.72	.705	.735	.745	.74
Average..	.811	.832	.821	.818	.848	.833	.843	.868	.855

AGE, SEX AND NUMBER OF PUPILS ENROLLED

Age	Males	Females	Total	Per cent. of total enrollment
4 to 5................	1,738	1,875	3,613	5.73
5 " 6................	2,936	2,799	5,735	9.10
6 " 7................	3,102	3,033	6,135	9.74
7 " 8................	3,104	2,894	5,998	9.52
8 " 9................	2,923	2,994	5,917	9.39
9 " 10................	2,808	2,848	5,656	8.98
10 " 11................	2,801	2,750	5,551	8.81
11 " 12................	2,875	2,791	5,666	8.89
12 " 13................	2,583	2,635	5,218	8.28
13 " 14................	2,769	2,526	5,295	8.40
14 " 15................	2,054	2,007	4,061	6.45
15 " 16................	1,146	1,028	2,174	3.45
16 " 17................	485	528	1,013	1.67
17 " 18................	210	266	476	.76
18 " 19................	114	175	289	.46
19 " 20................	28	95	123	.20
Over 20................	14	90	104	.17
Total...............	31,690	31,334	63,024	100.

DISTRIBUTION OF PUPILS BY GRADES FOR THE LAST FIVE YEARS

(Based on average monthly enrollment)

Grade	1908	1909	1910	1911	1912
Normal	177	185	178	206	256
High	1,673	1,874	2,006	2,191	2,505
Eighth	1,454	1,767	1,981	2,191	2,519
Seventh	2,195	2,360	2,631	2,905	3,216
Sixth	3,161	3,525	3,852	4,194	4,479
Fifth	4,509	4,844	5,027	5,204	5,558
Fourth	5,867	5,954	5,958	6,175	6,463
Third	6,392	6,375	6,512	6,729	7,137
Second	6,728	6,982	7,447	7,776	7,682
First	9,422	9,285	9,274	8,788	8,743
Kindergarten	5,222	5,614	5,440	5,595	5,875
Ungraded	70	64	71	78	113
Industrial	......	......	44	83	121
Defective	......	......	......	73	135
Deaf	......	......	......	15	34
Blind	......	......	......	5	8
Open Air........	......	......	......	27	78
Total........	46,870	48,829	50,417	52,315	54,922

PER CENT. OF TOTAL ENROLLMENT

Grade	1908	1909	1910	1911	1912
Normal	.4	.4	.4	.39	.47
High	3.6	3.9	4.	4.19	4.57
Eighth	3.1	3.6	3.9	4.19	4.59
Seventh	4.7	4.8	5.2	5.70	5.86
Sixth	6.7	7.2	7.6	8.02	8.16
Fifth	9.6	9.9	10.	9.95	10.12
Fourth	12.4	12.2	11.8	11.80	11.77
Third	13.7	13.1	12.9	12.86	12.99
Second	14.4	14.3	14.8	14.87	13.99
First	20.1	19.	18.4	16.80	15.92
Kindergarten	11.1	11.5	10.8	10.69	10.69
Ungraded	.2	.1	.1	.15	.20
Industrial	......	......	.1	.16	.22
Defective	......	......	......	.14	.24
Deaf	......	......	......	.03	.06
Blind	......	......	......	.01	.01
Open Air.........	......	......	......	.05	.14
Total.......	100.	100.	100.	100.	100.

EVENING SCHOOLS

COMPARATIVE STATISTICS FOR THE LAST FIVE YEARS

Year	No. of teachers	Total enrollment	Average enrollment	Average attendance	Per cent. of attendance
1908	320	13,594	6,666	5,627	84.4
1909	315	13,971	7,305	6,184	84.6
1910	320	13,670	6,080	5,056	83.1
1911	336	14,810	7,262	5,692	78.3
1912	376	16,219	8,286	6,588	79.5

SUMMER SCHOOLS

COMPARATIVE STATISTICS FOR THE LAST FIVE YEARS

Year	No. of teachers	No. of classes	Total enrollment	Average enrollment	Average attendance
1908	378	256	13,511	9,487	8,337
1909	383	262	12,712	9,016	7,522
1910	425	306	13,623	9,857	8,544
1911	460	330	14,343	10,885	9,437
1912	444	320	14,371	11,318	10,039

SUMMER PLAYGROUNDS

COMPARATIVE STATISTICS FOR THE LAST FIVE YEARS

Year	Number of playgrounds	No. of teachers	Average attendance
1908	17	107	7,345
1909	17	118	6,708
1910	20	134	8,306
1911	24	165	10,509
1912	22	155	9,965

DAY SCHOOLS

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent. of attendance	Number who have not been absent or tardy during the year.	Times tardy	No. of sessions truant	Number suspended or expelled during year	No. of classes			Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Kindergarten	Primary	Grammar	Males	Females
Normal and Training—																		
Normal Department......	11	252	263	.....	......	......	256	248	96.8	10	23	......	....	....	**4	......	3	7
Barringer High............	931	1,132	2,063	.....	......	......	1,583	1,493	94.3	66	2,551	31	....	....	......	**39	24	31
Central C. & M. T. High..	27	20	47	.....	......	......	1,026	939	91.5	33	2,738	......	....	....	......	**28	32	12
East Side C. & M. T. High.	262	210	472	.....	......	......	404	383	94.7	23	908	......	....	....	......	**17	15	14
Abington Avenue..........	462	469	931	132	651	148	837	787	94.0	43	405	33	....	2	15	4	1	21
Alexander Street..........	391	414	805	99	426	280	709	640	90.3	23	553	4	....	2	8	7	2	15
Ann Street................	551	537	1,088	153	606	329	935	851	91.0	12	527	117	....	2	12	7	1	22
Avon Avenue..............	818	831	1,649	218	863	568	1,498	1,378	91.9	61	344	29	6	2	19½	13½	2	37
Belmont Avenue..........	1,171	1,151	2,322	448	1,317	557	1,960	1,782	90.9	14	790	118	2	6	28	12	3	46
Bergen Street............	972	976	1,948	204	975	769	1,565	1,417	90.5	44	917	62	2	2	18	16	3	36
Blum Street...............	43	47	90	.....	90	......	81	74	91.6	2	37	11	....	....	2	......	....	2
Bruce Street..............	452	426	878	149	588	141	726	638	87.9	6	736	162	5	2	3	12	1	17
Burnet Street.............	780	787	1,567	185	775	607	1,319	1,140	86.4	22	870	1,087	4	2	15	15	1	33
Camden Street............	876	863	1,739	313	1,052	374	1,454	1,313	90.3	28	1,930	85	2	4	22	7	1	34
Central Avenue............	684	649	1,333	139	714	480	1,138	1,013	89.0	22	796	492	4	2	14	11	1	28
Charlton Street...........	1,068	1,020	2,088	628	965	495	1,752	1,619	92.3	14	600	92	....	8	23	12	1	44
Chestnut Street...........	469	470	939	88	507	344	782	683	87.2	23	459	279	42	2	10	8	1	19
Eighteenth Avenue.........	556	555	1,111	207	391	513	986	891	90.3	12	555	50	1	2	9	13	2	25
Elizabeth Avenue..........	134	120	254	.....	215	39	237	218	92.2	5	138	36	2	....	5	1	1	6
Elliot Street..............	562	554	1,116	143	500	473	928	817	87.9	21	426	64	1	2	10½	10½	1	24

DAY SCHOOLS—Continued

NAME OF SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent. of attendance	Number who have not been absent or tardy during the year.	Times tardy	No. of sessions truant	Number suspended or expelled during year	No. of classes			Teachers	
	Males	Females	Total	Kindergarten	Primary	Grammar								Kindergarten	Primary	Grammar	Males	Females
Fifteenth Avenue	923	929	1,852	290	1,115	447	1,350	1,183	87.6	17	194	194	7.	3	14	9	1	27
Fourteenth Avenue	647	662	1,309	128	647	534	1,155	1,061	91.8	23	355	169	....	2	14	11	1	28
Franklin	819	870	1,689	272	818	599	1,467	1,323	90.2	115	637	314	1	2	16	14	1	34
Hamburg Place	755	794	1,549	169	909	471	1,372	1,229	89.5	61	704	599	....	2	19	10	2	32
Hawkins Street	387	413	800	113	567	120	634	543	85.7	8	651	26	....	2	11	3	1	15
Hawthorne Avenue	575	535	1,110	123	593	394	979	883	90.2	19	1,040	163	2	2	13	10	2	26
Johnson Avenue	114	112	226	100	126	......	173	150	86.7	.....	55	......	....	2	3	......	....	4
Lafayette Street	749	788	1,537	213	917	407	1,317	1,177	89.3	28	703	881	1	2	20	10	1	33½
Lawrence Street	272	244	516	124	346	46	395	363	91.9	7	350	110	....	2	7½	1½	1	12
Lincoln	254	263	517	72	318	127	453	413	91.1	27	366	23	1	2	6	4	....	12
Livingston Street	214	163	377	.....	377	......	337	307	91.2	1	128	140	....	....	8	......	....	8
Madison	701	738	1,439	173	765	501	1,204	1,070	88.8	31	550	51	....	2	15	11	2	29
Market Street	48	44	92	.....	......	92	83	78	94.0	.....	3	......	....	....	......	2	....	2
Miller Street	565	591	1,156	130	464	562	1,011	908	89.7	18	461	26	2	2	9	14	1	26
Monmouth Street	662	673	1,335	293	706	336	1,157	1,036	89.6	13	1,045	19	2	4	17	8	1	30
Montgomery	540	542	1,082	244	680	158	974	882	90.5	2	604	41	9	2	15½	5½	2	25
Morton Street	1,023	995	2,018	302	1,161	555	1,724	1,593	92.3	16	1,396	367	18	4	23	14	2	43
Newton Street	1,024	944	1,968	315	1,149	504	1,711	1,542	90.1	18	1,536	1,347	22	4	23	13	1	41
Normal and Training—																		
Training Department	115	136	251	59	192	......	172	151	87.7	.....	70	1	....	1	6	......	....	3½
North Seventh Street	592	605	1,197	157	575	465	1,008	900	89.2	23	664	31	3	2	10½	10½	1	24
Oliver Street	639	576	1,215	196	630	389	1,034	930	89.9	26	252	418	....	2	13	9	2	24½

Park Avenue	47	40	87	....	79	8	68	60	88.2	....	20	35	....	....	2	....	....	2
Peshine	126	115	241	85	151	5	371	326	87.9	5	179	12	....	2	8	3	....	13
Ridge	238	241	479	88	292	99	424	382	90.0	17	144	26	....	2	6½	3½	....	12
Roseville Avenue	275	273	548	100	356	92	466	412	88.4	5	406	36	....	2	8	2	1	11
Seventh Avenue	1,089	979	2,068	488	1,240	340	1,762	1,532	86.9	24	4,820	641	....	6	25½	10½	3	41
South Street	573	486	1,059	164	769	126	870	776	89.1	27	1,635	187	....	2	14½	3½	1	21
South Eighth Street	715	765	1,480	133	674	673	1,268	1,164	91.8	36	574	36	....	2	14	16	1	33
South Market Street	521	462	983	129	580	274	857	748	87.3	13	511	416	3	2	12	8	1	23
South Tenth Street	509	497	1,006	117	507	382	931	868	93.2	46	328	103	....	2	10½	10½	1	24
State Street	....	3	3	....	3	....	61	54	88.1	....	144	....	....	....	2	....	....	2
Summer Avenue	376	408	784	73	402	309	660	583	88.3	15	81	18	1	2	8	8	1	17
Summer Place	195	184	379	63	249	67	332	288	86.6	4	287	9	....	2	5½	1½	....	9
Sussex Avenue	514	520	1,034	143	494	397	899	782	86.9	13	1,159	122	....	2	10	10	2	22
Thirteenth Avenue	1,053	957	2,010	294	1,099	617	1,739	1,582	90.9	15	413	....	....	3	23	15	1	42
Walnut Street	203	196	399	83	316	....	318	283	90.4	8	112	61	....	2	7	....	....	9
Warren Street	472	426	898	148	664	86	754	661	87.7	21	680	275	....	2	13½	2½	2	18
Washington Street	501	521	1,022	140	554	328	850	769	90.3	30	117	106	5	2	11	9	1	22
Waverly Avenue	508	542	1,050	160	657	233	912	832	91.2	29	104	66	....	2	13	5	1	20
Webster	540	484	1,024	239	704	81	827	717	86.7	7	1,686	524	9	2	20	2	....	17½
West Side	68	55	123	69	47	7	843	755	89.5	4	138	33	....	2	12	4	1	18
Boys' Industrial	131	....	131	....	....	131	126	117	93.1	6	321	47	....	....	....	6	5	2
Ungraded No. 1	41	....	41	....	34	7	45	40	89.7	....	163	70	....	....	2	....	1	2
Ungraded No. 2	23	....	23	....	16	7	42	40	94.5	1	142	112	....	....	2	....	1	2
Academy Street Ungraded	19	....	19	....	15	4	18	17	94.4	....	13	60	....	....	1	....	....	1
Burnet Street Defective	7	6	13	....	13	....	15	12	81.4	....	61	13	....	....	1	....	....	1
College Place Defective	34	17	51	....	51	....	46	42	91.9	....	113	6	....	....	3	....	....	3
Lafayette Street Defective	12	5	17	....	17	....	28	25	89.4	....	50	1	....	....	2	....	....	2
South Street Defective	....	....	....	....	....	....	15	13	91.0	....	21	....	....	....	1	....	....	1
State Street Defective	6	7	13	....	13	....	61	52	85.3	....	147	....	1	....	4	....	....	5
James Street Deaf	19	17	36	....	36	....	34	30	87.4	....	32	....	....	....	4	....	....	4
Washington Street Blind	4	4	8	....	7	1	9	8	90.8	....	....	....	....	....	1	....	....	1
Montgomery Open Air	....	....	....	....	....	....	23	25	88.2	....	49	....	....	....	1	....	....	1
Morton Street Open Air	....	....	....	....	....	....	28	23	80.6	....	37	....	....	....	1	....	....	1
Elizabeth Avenue Open Air	6	2	8	....	6	2	35	30	87.1	....	....	....	....	....	2	....	....	2
Day Camp Open Air	27	22	49	....	45	4	27	24	83.2	Transferred to Elizabeth Ave Open Air, Sept. 11, 1911.								
	31,690	31,334	63,024	9,295	33,780	17,104	54,649	49,219	90.0	1,263	42,754	10,687	156	125	728½	428½	*158	*1,384

NOTE—Total number of classes in day schools, 1,370.
† Includes salaries of supervisors and special teachers.
*Includes supervisors and special teachers.
** Not included in totals.

EVENING SCHOOLS

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Teachers		
	Males	Females	Total					Males	Females	Aggregate annual salary
ELEMENTARY										
English Department										
Belmont Avenue	245	173	418	236	185	78.4	7	4	7	$ 2,615.00
Bergen Street	140	116	256	162	131	81.2	4	1	4	1,125.00
Burnet Street	100	94	194	108	86	79.7	3	....	4	903.00
Central Avenue	285	190	475	252	196	77.8	8	....	9	2,103.00
Eighteenth Avenue	183	161	344	189	154	81.4	8	4	6	2,325.00
Franklin	289	201	490	274	196	71.3	8	....	9	2,058.00
Hamburg Place	212	200	412	289	224	77.4	7	1	7	1,836.00
Lafayette Street	251	123	374	246	193	78.3	7	2	7	2,167.00
Morton Street	226	180	406	235	196	83.4	7	....	8	1,836.00
Newton Street	157	76	233	133	98	73.9	4	1	4	624.00
Seventh Avenue	120	58	178	103	73	70.2	3	2	3	1,279.00
South Street	129	118	247	122	92	75.8	4	2	3	1,215.00
South Eighth Street	171	144	315	172	138	79.9	6	1	6	1,659.00
South Market Street	115	65	180	122	79	64.8	4	2	3	1,215.00
South Tenth Street	298	260	558	387	311	80.2	11	3	10	2,991.00
Thirteenth Avenue	101	185	286	161	129	80.4	5	....	6	1,347.00
Warren St. Industrial	138	.....	138	85	72	84.8	4	5	....	1,200.00
Washington Street	195	122	317	201	178	88.6	6	....	7	1,659.00
	3,355	2,466	5,821	3,487	2,731	78.5	106	28	103	$ 30,157.00
Foreign Department										
Belmont Avenue	454	189	643	337	274	81.2	14	1	13	$ 3,780.00
Bergen Street	33	19	52	20	19	85.7	1	....	1	267.00
Burnet Street	37	6	43	23	17	76.6	1	....	1	222.00
Central Avenue	60	26	86	52	43	81.7	2	1	1	444.00
Eighteenth Avenue	183	110	293	175	123	69.9	6	1	5	1,666.00
Franklin	87	23	110	47	33	70.2	2	....	2	534.00
Hamburg Place	146	21	167	101	75	73.8	3	....	3	801.00
Lafayette Street	306	50	356	175	143	82.	8	1	7	2,136.00
Morton Street	295	144	439	192	148	77.4	7	2	5	1,869.00
Newton Street	174	10	184	83	65	77.8	3	....	3	666.00
Seventh Avenue	338	15	353	191	159	83.6	8	1	7	1,936.00
South Street	63	11	74	35	26	75.6	1	....	1	222.00
South Eighth Street	31	25	56	36	31	86.3	2	....	2	444.00
South Market Street	85	7	92	45	34	74.	2	....	2	444.00
South Tenth Street	98	40	138	80	71	88.5	3	....	3	666.00
Thirteenth Avenue	136	37	173	91	79	86.9	3	....	3	801.00
Washington Street	53	14	67	57	51	90.6	2	....	2	444.00
	2,579	747	3,326	1,740	1,391	79.7	68	7	61	$ 17,342.00

EVENING SCHOOLS—Continued

NAME OF SCHOOL	Enrollment			Average enrollment	Average attendance	Per cent. of attendance	No. of classes	Teachers		
	Males	Females	Total					Males	Females	Aggregate annual salary
HIGH										
Barringer Gymnasium..	191	70	261	60	49	82.7	....	2	....	$ 630.00
Bergen Street..........	364	853	1,217	416	335	80.5	....	14	7	7,590.00
Central	424	514	938	399	301	75.6	....	14	9	8,302.00
Central—Regents' Dept..	186	33	219	91	74	81.7	....	5	....	1,780.00
East Side C. & M. T...	256	210	466	198	152	76.6	....	9	4	4,742.00
Franklin	182	396	578	231	163	70.3	....	7	7	5,098.00
Hamburg Place.........	290	389	679	398	331	83.	....	12	7	6,878.00
Morton Street..........	435	392	827	295	231	78.3	....	13	3	5,810.00
Thirteenth Avenue......	322	541	863	378	305	80.6	....	15	5	7,234.00
	2,650	3,398	6,048	2,466	1,941	78.7	....	91	42	$ 48,064.00
Fawcett Drawing.......	840	184	1,024	593	525	88.5	....	20	1	$ 11,444.00
SUMMARY										
Elementary—										
English Department..	3,355	2,466	5,821	3,487	2,731	78.5	106	28	103	$ 30,157.00
Foreign Department..	2,579	747	3,326	1,740	1,391	79.7	68	7	61	17,342.00
Total Elementary......	5,934	3,213	9,147	5,227	4,122	78.9	174	35	164	$ 47,499.00
" High	2,650	3,398	6,048	2,466	1,941	78.7	....	91	42	48,064.00
" Drawing	840	184	1,024	593	525	88.5	....	20	1	11,444.00
Total for all schools...	9,424	6,795	16,219	8,286	6,588	79.5	....	*152	*224	*$113,776.00

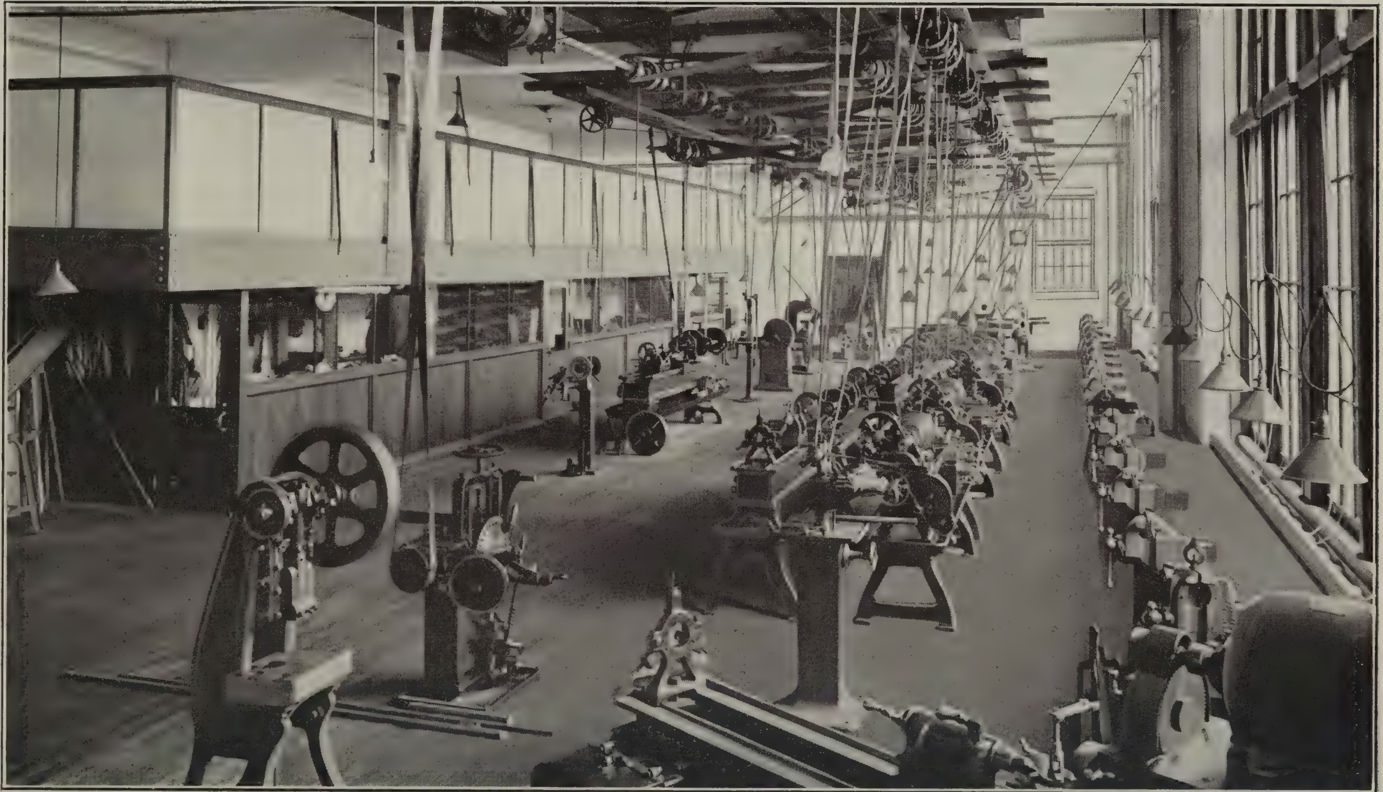
* Includes twenty-three special teachers and supervisors.

SUMMER SCHOOLS, 1912

TABLE SHOWING THE ENROLLMENT, ATTENDANCE, NUMBER OF CLASSES, TEACHERS, ETC.

SCHOOL	Enrollment						Average enrollment	Average attendance	Per cent. of attendance	No. of classes				Teachers	
	Males	Females	Total	Kinderagrten	Primary	Grammar				Kindergarten	Primary	Grammar	Spcl. Prom.	Males	Females
Avon Avenue	264	270	534	66	282	186	449	408	90.8	1	5	2	5	...	16
Bergen Street	279	283	562	42	281	239	472	429	90.7	1	5	3	4	1	15
Bruce Street	125	188	313	57	201	55	245	220	89.7	1	4	1	..	...	9
Burnet Street	185	212	397	70	186	141	288	259	89.9	1	4	2	3	...	13
Camden Street	285	229	514	70	333	111	416	354	85.1	1	6	1	4	1	14
Central Avenue	180	160	340	53	196	91	274	250	91.2	1	4	2	1	1	10
Charlton Street	358	385	743	117	427	199	564	503	89.2	1	8	2	4	1	18
Eighteenth Avenne	223	252	475	40	268	167	386	346	89.7	1	4	2	4	1	12
Fifteenth Avenue	280	256	536	66	237	233	480	440	91.6	1	5	2	4	2	13
Fourteenth Avenue	256	297	553	63	301	189	463	426	92.	1	5	2	6	...	17
Franklin	445	410	855	103	397	355	658	597	90.5	1	6	2	9	3	20
Hamburg Place	272	308	580	60	360	160	520	433	83.2	1	8	2	1	2	14
Hawkins Street	184	178	362	68	213	81	201	177	87.9	1	4	1	..	...	8
Hawthorne Avenue	177	172	349	27	188	134	308	264	85.8	1	5	2	2	2	10
Lafayette Street	227	280	507	70	287	150	409	365	89.1	1	7	2	2	...	15
Madison	222	238	460	53	243	164	370	322	87.1	1	5	3	1	3	10
Monmouth Street	317	389	706	111	388	207	531	458	86.2	1	7	2	5	3	15
Morton Street	488	497	985	126	498	361	710	636	89.5	1	8	2	7	3	19
Newton Street	468	457	925	117	553	255	702	608	86.6	1	11	1	7	2	22
Oliver Street	133	179	312	64	180	68	286	237	82.9	1	3½	1½	..	2	7
South Street	115	179	294	67	186	41	228	205	89.6	1	4	1	..	...	9
South Eighth Street	208	185	393	39	181	173	300	272	90.7	1	4	2	2	1	10
South Tenth Street	222	200	422	45	220	157	344	311	90.4	1	5	2	3	1	12
Sussex Avenue	250	247	497	64	273	160	345	282	81.7	1	4	2	3	3	10
Thirteenth Avenue	215	256	471	60	281	130	396	355	89.5	1	7	2	3	...	16
Warren Street	272	206	478	65	229	184	312	284	91.1	1	5	5	..	5	9
Washington Street	197	166	363	43	211	109	247	219	88.6	1	2½	1½	3	...	10
Waverly Avenue	218	227	445	67	258	120	413	378	91.6	1	6	2	2	...	14
Total	7,065	7,306	14,371	1,893	7,858	4,620	11,318	10,039	88.6	28	152	55	85	*52	*392

* Includes forty special teachers and supervisors.



MACHINE SHOP, CENTRAL C. & M. T. HIGH SCHOOL

REPORT OF SUPERINTENDENT OF SUPPLIES

To the Honorable the Board of Education of the City of Newark, N. J.:

GENTLEMEN:—I respectfully submit the following as the second annual report of the Department of Supplies. This report covers the school year beginning July 1, 1911, and ending June 30, 1912.

The increase in the expenditures for the work coming under the supervision of this department during the last school year has been phenomenal, and is in a general way an index of the rapid growth of the school system in this city. For the year 1910-11 the expenditures totaled approximately $250,000, while during the past year the total amount involved was about $450,000; an increase of 80 per cent. This increase is accounted for in a measure by the equipment of the two commercial and manual training high schools, and is otherwise due to the natural but rapid increase in the school accommodations throughout the city. When it is realized that the total of expenditures formerly classed under the head of supplies amounted to but $175,000 for one year, a general idea of the increase in the volume of the business and the detail involved in the various lines coming under our supervision may be gained.

The work of the department is very much like that of a large department store but with a still greater variety of material to be handled and accounted for. Purchases are made from approximately 500 different dealers and the schools are our customers. The number of accounts now kept with the schools, and their several divisions, totals about 800.

EQUIPMENT

The following new school buildings have been entirely equipped during the past year with the necessary furniture and apparatus, the cost of which is shown in the statistical tables:

Montgomery:	Class rooms, administration rooms, and auditorium and gymnasium combined.
Ridge:	Class rooms, etc., with separate auditorium and gymnasium.

Webster:	Class rooms, etc., with separate auditorium and gymnasium.
Peshine:	Class rooms, etc., with auditorium and gymnasium combined.
West Side:	Class rooms, etc., with auditorium and gymnasium combined.

The equipment of the
East Side C. & M. T. High School and
Central C. & M. T. High School
has been practically completed, though other articles are still required for which additional funds have been provided in this year's budget, and the work is now under way.

In addition to the equipment of the new school buildings named above, a number of the older buildings have been provided with new pupils' desks of the single seat pattern, and in many buildings the desks were changed so as to provide a better arrangement of seating and give the pupils the size of desks most suitable to their grade. A perfect or nearly perfect seating arrangement can never be obtained in a rapidly growing community. It is obvious to any one that when a new building is equipped with furniture for primary grades and later is advanced to the grammar grades, the desks originally installed are too small for the pupils. Just as changes occur in the grades of the classes, so must changes be made in the furniture, and this can only be done as the occasion arises.

The total number of new desks purchased and installed during the year was 7,600, and cost in round figures $28,800. The average price per desk and rear seat was $3.35, an increase of 35 cents over the preceding year, but still 40 cents below the price of two years ago. According to the prices quoted last June, the desks required during the present year can be purchased at the lowest prices ever obtained by our Board.

With the changes that are to be made this year, the elimination of the old style double desks from our school buildings will be accomplished, and a work which was begun by the Board over fifteen years ago will be practically finished.

A word might be added here with reference to the combination auditorium and gymnasium in elementary school buildings, of which the Montgomery School is an illustration. The hanging of gymnasium apparatus on the walls of an auditorium is subject to criticism only on account of its detriment to the general appearance of the room, and not in my judgment from the view point of utility. The availability of such a large room for physical exercises as well as for purposes of assembly is a factor of sufficient importance to be worthy of consideration if we seek to obtain the largest returns for the money invested. The apparatus so provided does not materially affect the appearance of the room when set up in the most suitable places, and careful handling should protect the walls against defacement.

EDUCATIONAL SUPPLIES

In the report submitted to you last year, I referred to the matter of appropriations to the schools for educational supplies and stated that these appropriations could be reduced about 10 per cent. without impairing the efficiency of the schools. My judgment was based mainly on the saving accomplished by the rebinding of books and the purchase of paper at lower prices than in the preceding year, as shown by the statistical tables in the last annual report of the Board. You will find by an analysis of the financial statistics that the action of the committee on educational supplies in concurring in the above suggestion was justified. The average rate per pupil in the elementary schools during the past year is even a little lower than for the preceding year, and no school was deprived of any necessary supplies. This fact warrants the conclusion that the committee's action in effecting a reduction of 10 per cent. in the appropriations for such supplies was based on principles of sound economy.

The matter of the cost of paper was also given further consideration with the result that an added reduction of about 20 per cent. in the cost of writing papers was accomplished, and this without substituting an unsatisfactory grade for that previously furnished. A better illustration would probably be to say that the price of the larger sized exercise paper for the year 1909-10 was 60 cents per ream;

for 1910-11, 40 cents, and for 1911-12, 30 cents per ream. Of course, the paper now furnished is not of as high a calibre as that used in 1909-10, but it is quite satisfactory for school use.

To show the comparative cost of the paper supplied to the schools for writing, drawing, arithmetic, etc., during the school years of 1910-11, and 1911-12, the following table is presented:

GRADE	1910-1911			1911-1912		
	Quantity Reams	Weight Lbs.	Cost	Quantity Reams	Weight Lbs.	Cost
Memorandum A..	2,653	11,938	$ 291.83	2,997	13,107	$ 329.67
" B..	18,704	74,816	2,431.52	22,538	70,417	2,929.94
" C..	1,027	5,135	308.10	1,144	5,338	343.20
Staff Line........	2,618	13,000	785.40	2,477	11,564	743.10
Exercise (large)..	14,280	85,680	5,854.80	17,675	88,380	5,656.00
" (small)..	10,766	32,298	2,368.52	12,893	32,320	2,191.81
Examination	621	8,694	546.48	870	12,180	765.60
Book	576	4,320	172.80	435	3,270	130.50
Bogus	159	1,987	38.16	140	1,750	33.60
Manilla Practice..	56	476	20.16	67	595	24.12
Drawing (white)..	561	6,176	522.19	597	6,567	567.15
" (manilla).	3,535	28,284	1,202.07	3,572	28,576	1,250.20
	55,556	272,804	$14,542.03	65,405	274,064	$14,964.89

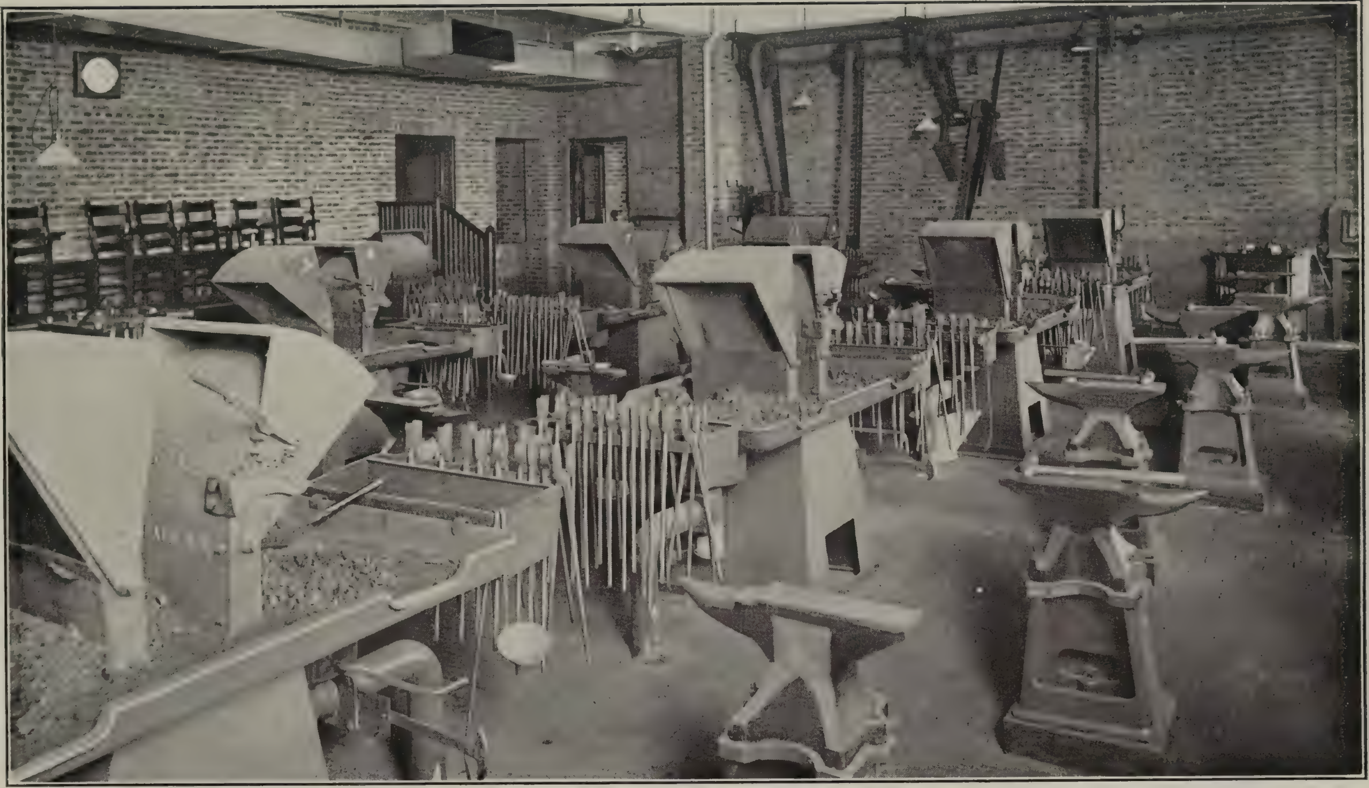
The average price per ream for the last three years on the paper specified in the above list is as follows:

1909-10, 33 cents; 1910-11, 26 cents; 1911-12, 23 cents.

There is an apparent slight increase in the rate per pupil for text books, maps, etc, which may in a measure be due to the cost of furnishing the new schools with their original equipment. The rate for stationery is about the same; for paper, about 8 per cent. lower; for kindergarten material about 30 per cent. lower and for miscellaneous supplies, there is a decrease of about 20 per cent.

The percentages of the total expenditures for the various kinds of supplies furnished to the elementary schools and charged against the appropriations allotted to them is as follows:

For text-books, maps, etc..........................	58%
" stationery	9%
" paper	21%
" kindergarten material	4%
" miscellaneous supplies	8%



FORGE SHOP, CENTRAL C. & M. T. HIGH SCHOOL

These percentages are well within the regulations fixed by the Board. The above figures do not include high schools or other special schools.

The following statistics show the quantity and cost of the books furnished to the schools during the year, together with the figures for the preceding year:

	1910-11	1911-12	Increase or Decrease
New books purchased..........	95,794	102,778	6,984
Books received from schools to be rebound or discarded..........	80,685	54,222	—26,463
Books rebound	28,129	21,451	— 6,678
Total of books handled.....	204,608	178,451	—26,157
Cost of new books	$37,216.84	44,357.04	
Cost of rebound books	$ 6,187.22	4,563.40	
Cost of same books if new.......	12,819.28	9,370.76	

ACCOUNTING

Reference was made in our last report to the system of accounting inaugurated by the department for the purpose of showing in greater detail the cost of instruction, operation and maintenance for each school so far as supplies and equipment are concerned. An illustration of the system may be found by referring to the statistical tables which show how the various kinds of supplies are classified. The tables are practically a recapitulation of the totals of all the accounts kept by the department.

We are, of course, interested in the cost of equipment manufactured by the Repair department and in the method of ascertaining that cost. With a view to systematizing this work and securing an up-to-date and efficient method of accounting for the labor employed and material used in the performance of any particular job, we devoted considerable time and study to the problem and finally evolved the scheme that has been in operation during the past year, and which had the hearty approval of the committees interested. While I was not directly concerned with this matter in regard to the general repair work, it was necessary and logical that the system be worked out so that it could be used in accounting for *all* the work done by the Repair department.

The old method of having the workman render a weekly time report on which he entered the account and character of work for which his time was employed in general terms, and under which he turned in memoranda which might or might not show half or all the material used, leaving it to the office in many cases to guess at the particular amount of time or material that was to be charged to a certain job, was crude, inaccurate and unreliable.

The new method gives to the workman a *written order* which is numbered, and the number of the order becomes the number of the job on which he is working. This order shows the ledger account to which his time is to be charged, the school at which the work is to be done and other necessary information, and it should be in his possession until the job is finished. On the reverse side provision is made for entering such material as is procured directly by him. A duplicate of this order is retained in the office of the Repair department, and when the job is finished the reverse side of the duplicate must show all the time and material used in completing the work. This is returned to the department keeping the account, and where the prices and total cost of labor and materials are figured. The duplicate then shows the cost of the entire job without reference to any other memoranda. This cost is then charged to the school as one item. A triplicate copy of the work order is kept on file by the department issuing the same.

The workman is given in addition a *daily time card* on which he enters the work order number, the school, the article or kind of work on which he is employed and the time. It is so arranged that he can work on two or more different jobs the same day and record the time on each. The workman has nothing to do with the account for which he is working, and with a correct record of the work order number and the time, any other errors can be readily adjusted.

From these cards a daily time record is made by the clerk to whom they are sent, on large sheets prepared to record a month's time by days, and from which is made up the monthly time report sent to the secretary's office for the issue of the necessary warrants in payment of wages due.

I have thus detailed the description of this work order system, for the reason that it was an important change and a marked improvement over the former unsatisfactory way, and another advanced step made by the Board in securing efficiency in accounting methods. The new system is practical and practicable and should not entail any more labor than heretofore, except such as is necessary to have everything accounted for. That it had merit was evidenced by the readiness with which the Board authorized its inauguration.

PROPOSALS FOR SUPPLIES

It is worthy of note that the awarding of contracts for supplies upon the competitive bidding system has brought about such active competition, and from the most reliable and responsible dealers in the city. Last June, the department advertised for bids for various kinds of material, there being about 2,000 items of different kinds and sizes involved, and a total of 122 different bids were received.

The list of items contained in the specifications is increased from time to time, and this year plumbers' and steamfitters' supplies were included. The large variety of these supplies in kind and sizes precluded the possibility of preparing a list calling for net prices. The Board, therefore, adopted the most practical method under the circumstances. The list prices on articles of this character are the same throughout this territory, and by securing bids giving *discounts* from lists specified, a very satisfactory result was obtained with infinitely less labor. Of course, the firm quoting the *highest* discounts became the *lowest* bidder. This method was applied to such things as wrought iron pipe and all kinds of pipe fittings, nails, screws, files, bolts, belting, etc. It also made it much easier for the dealer to make up his proposal.

With sincere appreciation of the cordial support which the Board has given the department during the past year, and also for the co-operation of the heads of the several departments and the principals of the different schools, I have the honor to be

Very respectfully yours,

SAMUEL GAISER,
Superintendent of Supplies

REPORT OF SUPERVISOR OF MEDICAL INSPECTION

To the Board of Education:

GENTLEMEN:—I take pleasure in submitting a report of the Department of Medical Inspection for the year ending July 1st, 1912. The amount of work accomplished is clearly shown in the statistical reports included in these pages. These figures are very satisfactory, but what is more gratifying is the general improvement in the character of the work.

I believe that no opportunity for teaching the methods of preventing disease and improper development should be neglected. For this reason, I have urged both medical inspectors and nurses to embrace every opportunity to teach the need of care of teeth, of personal cleanliness, means of preventing tuberculosis, the danger of the common house fly, the care of food, the value of healthy exercise, etc. It is by this means alone that we can expect to prevent epidemics of contagious disease or establish a proper realization of the necessity of a thorough quarantine of such cases.

OPEN AIR CLASSES

Elizabeth Avenue

The following is a report of the attendance and gain in weight and hæmoglobin from September, 1911, to July 1st, 1912:

Number of pounds gained by all pupils	242¾	
" " " lost " " "	½	
Net gain	242¼	lbs.
Average weight gained by each pupil	4½	lbs.
Total gain in hæmoglobin of all pupils	500%	
" loss " " " "	10%	
	490%	
Average percentage of gain in hæmoglobin per pupil	9%	
Average attendance	32	
Average enrollment	35	
Total enrollment	54	

This is a very satisfactory gain in both weight and hæmoglobin, considering the fact that the class has been in operation only since September 11th, and also that many pupils did not enter until much later in the year. This tended, therefore, to keep the per cent. of gain below what it otherwise might have been.

Montgomery

This report gives in addition the number of pupils found defective and the defects corrected. The defects were found on physical examination by the medical inspectors, and the corrections were brought about through the visitation and work of the school nurses.

Defects of eyes, teeth, nose and throat were, in this manner, corrected through operation or treatment by family physicians or clinics.

Number of pounds gained by all pupils	38¾	
" " " lost " " "	2¼	
Net gain	36½	lbs.
Average weight gained by each pupil	1¼	"
Gain in hæmoglobin of all pupils	135	
Loss " " " " "	0	
Net gain	135	
Average percentage of gain in hæmoglobin per pupil	4.1%	
Number of defective children	26	
" " defects corrected	17	
" " " improved	25	
" " children unimproved (left school)	1	
Average attendance	25	
" enrollment	23	
Total "	30	

Morton Street

Number of pounds gained by all pupils	51	
" " " lost " " "	2	
Net gain	49	lbs.
Average weight gained by each pupil	1½	lbs.
Gain in hæmoglobin of all pupils	135	
Loss " " " " "	20	
Net gain	115	
Average percentage of gain in hæmoglobin per pupil	3⅗%	
Number of defective children	18	
" " defects corrected	21	
Average attendance	23	
" enrollment	28	
Total "	32	

When one takes into consideration that the only article of diet furnished these pupils is milk, it will be apparent that this is a very good showing for five months. It has also demonstrated what can be accomplished, through the efforts of school nurses, in bringing about the correction of defects.

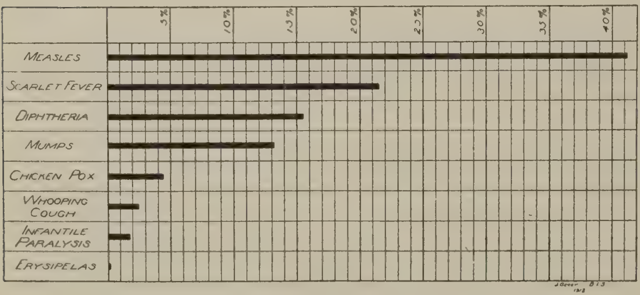
The following is a comparative report of buildings quarantined on account of contagious diseases for the years 1910-1911 and 1911-1912, and is made up from official records received from the Board of Health.

There has been a twenty per cent. decrease in the number of buildings containing cases of scarlet fever and diphtheria during the year, and a sixteen per cent. decrease in the number of buildings affected with any of the contagious diseases included in the list, in spite of the fact that measles and chicken pox were added to the list of reportable diseases last year.

NUMBER OF BUILDINGS QUARANTINED FOR

	1910-1911	1911-1912		
Diphtheria	2,835	2,105	730	decrease
Scarlet fever	7,537	6,143	1,394	"
Typhoid fever	386	347	39	"
Cerebro spinal meningitis	0	0		
Small pox	0	0		
Chicken pox and measles	3	454	451	increase
	10,761	9,049	1,712	total decrease

The following table shows the number of days lost by pupils who were not sick, but who were quarantined because of contagious diseases in the home:



Days Lost	Per Cent.
35,860½	.4176
18,616½	.2169
13,437	.1565
11,353	.1324
4,170	.0486
2,267½	.0264
136	.0015
7½	.0001
85,848	1.0000

This is a marked increase over that of last year, and was due to a widespread epidemic of measles, mumps and chicken pox. During the progress of this epidemic it was absolutely necessary for the department to enforce a very rigid quarantine. The report is especially interesting, as it shows what serious injury may result to the schools by measles and mumps, as compared with scarlet fever and diphtheria.

The experience of the past few years has demonstrated the uselessness of applying the quarantine in a contagious disease to all families in a given building. The quarantined children, who are not sick, come in intimate contact with pupils attending school, in their play, etc., after school hours, thus defeating the object of quarantine. I therefore recommend that the rules of the Board be interpreted so as to apply the quarantines in all contagious diseases only to the pupils who are members of the family or household in which the disease actually exists.

This will result in a great saving in attendance and will be accompanied with no danger if authority is given during the presence of an epidemic, to apply the quarantine regulations to the school children occupying the building, should such a course seem wise.

RESULTS OF MEDICAL INSPECTION

It is our practice that no pupil shall be referred to the medical inspector or nurse for examination or treatment without having a Treatment Card.

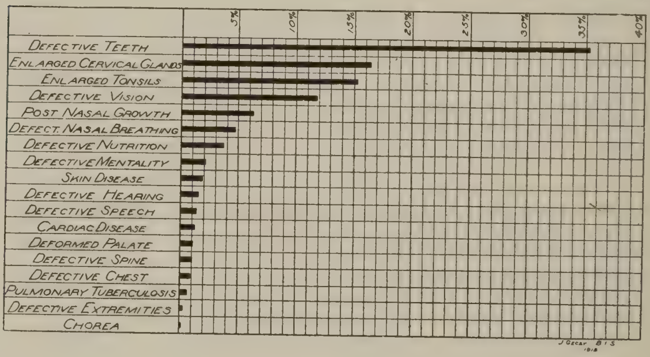
This card, when properly filled out by the teacher, medical inspector and nurse, remains in the school until the defects or diseases found are corrected. It is then forwarded to our office.

There is also forwarded to our office, at the end of each month, a duplicate report of all physical examinations performed during the month at each school. It is from these forms and data that the following comparative report of physical examinations, defects, recommendations and results of treatment are compiled.

	1911	1912
Number of Physical Examinations.........	24,310	28,182
Number Normal	9,356	11,163
Number Defective......................	14,954	17,019
Total per cent. Normal..................	38½%	39½%
Total per cent. Defective................	61½%	60½%
Nutrition	650	1,076
Enlarged Cervical Glands..................	4,147	4,648

	1911	1912
Chorea	45	44
Cardiac Disease	354	395
Pulmonary Disease	99	168
Skin Disease	422	518
Defective Spine	175	284
Defective Chest	170	239
Defective Extremities	287	134
Defective Vision	3,003	3,327
Defective Hearing	396	447
Defective Nasal Breathing	1,130	1,319
Defective Teeth	7,124	9,968
Deformed Palate	392	288
Impediment of Speech	399	395
Hypertrophied Tonsils	4,588	4,334
Post. Nasal Growth	1,866	1,761
Mentality	339	566
	25,586	29,911

COMPARATIVE SCALE OF DEFECTS FOUND IN 1911-1912.



RECORD OF COMPLETED CASES.

	1911	1912	1911	1912
Number of cases referred for treatment	18,351	26,404		
Number of Cases treated by nurse	5,601	12,679		
Number of cases taken to dispensary, family doctor or receiving home treatment	12,750	13,625		
Number excluded	3,050	3,858		
Number of days lost in attendance	20,222	32,169		
Cured	15,934	23,148	87%	88%
Improved	969	1,204	5%	4½%
Not improved	1,448	1,952	8%	5½%
Number of glasses obtained	989	991	33%	30%
Number operated on for tonsils	416	327	9%	7%
Number operated on for adenoids	238	261	13%	15%
Number given dental treatment	772	1,545	11%	15½%

There are no clinics under the jurisdiction of the Board of Education.

COMPARATIVE TABLE OF MEDICAL INSPECTION IN NEWARK PUBLIC SCHOOLS, FROM 1908 TO 1912, INCLUSIVE.

	1908	1909	1910	1911	1912
Total Number of Pupils Inspected	37,937	58,367	172,550	208,209	259,729
Total Number Excluded	3,415	4,803	5,004	4,161	5,093
Total Number Treated	.....	.....	28,424	43,116	51,099
Number Vaccinated	.....	1,362	4,350	4,221	4,830
Number of Classes Inspected	.....	3,974	7,638	9,954	20,255
Number of Physical Examinations	.....	4,582	9,045	24,670	28,588
Number of Lectures	.....	65	......	346	497
Number of Home Visits	.....	.....	5,295	9,014	10,062
Exclusions.					
Abscess	.....	12	10	16	19
Chicken Pox	75	250	163	217	326
Chorea	9	14	21	32	19
Con. Eye Dis	340	458	616	402	438
Con. Impetigo	.....	164	596	238	334
Diphtheria	3	8	25	28	28
Erysipelas	.....	1	1	......	4
Favus	.....	18	36	28	17
Fever, Headache, etc	.....	94	116	206	323
Measles	161	36	89	167	137
Mumps	51	294	126	145	538
Non-Con. Eye Dis	.....	155	239	161	44
Not Vaccinated	.....	92	14	59	95
Pulmonary Tub	.....	.....	3	9	12
Ringworm	207	255	402	162	123
Tonsillitis	.....	184	288	337	378
Trachoma	.....	4	107	100	42
Typhoid Fever	.....	1	......	......	1
Typhus Fever	.....	.....	......	......	......
Scabies	.....	67	130	115	55
Scarlet Fever	7	40	72	27	29
Skin Disease	530	452	162	86	97
Suppurating Ear Dis	38	42	28	31	42
Uncleanliness	.....	89	51	41	81
Vermin	949	968	1,031	925	1,196
Small Pox	7	.....	......	......	......
Whooping Cough	22	116	129	83	43
Croup	3	.....	......	......	......
Adenitis	.....	17	10	5	11
Quarantine	.....	155	49	40	46
Others	1,013	817	490	505	508
Influenza	.....	.....	......	6	7
Treatments.					
Ac. Conjunctiv's	.....	.....	5,986	2,637	120
Scabies	.....	.....	458	199	99
Ringworm	.....	.....	4,988	3,209	1,896
Impetigo	.....	.....	4,601	7,389	8,311
Favus	.....	.....	224	209	71
Eczema	.....	.....	6,425	9,857	6,272
Molluscum Con	.....	.....	11	10	13
Inf. Wounds	.....	.....	3,606	8,544	8,345
Vac. Dressings	.....	.....	......	7,140	18,599
Others	.....	.....	2,125	3,922	7,373

This report shows a slight increase in the number of physical examinations and pupils referred for treatment, but practically no increase in results obtained from correction of defects, when compared with the previous year.

SCHOOL NURSES

Up to a recent date medical inspection consisted of mere inspection for diseases and defects, a very valuable work for demonstrating the need of health protection, but of very little value to the individual, unless steps are taken to correct these defects and diseases. A most important part of medical inspection is the education of the pupils and parents as to the methods of preventing disease and defects.

The means employed for the education of pupils in preventative medicine are the practical talks on hygiene, before pupils, by physicians and nurses; lectures to teachers by competent authorities on the early signs of disease and defects common to school children, and lectures before Parents' Associations by medical inspectors on subjects of medical inspection and health matters in general. We are also using exhibits on tuberculosis, oral hygiene, the house fly and its method of spreading disease. These exhibits consist of charts, models, photographs, and mottoes, and are contained in boxes eight feet high, which, when opened, display their contents. They are taken from school to school and demonstrated by physicians to the pupils.

THE COST OF MEDICAL INSPECTION

During the year 1910-1911, the cost per pupil was forty-one cents (41c.), which is one per cent. of the whole per capita cost for the education of pupils in our city, based on the average enrollment. The per capita cost for the year 1911-1912 is forty-three cents (43c.).

To offset this cost there is a saving to the system in improved attendance because of less sickness and quarantine, as well as more rapid educational progress made by a greater proportion of pupils being well and free from defects than would be the case if the public school system were without medical inspection.

Respectfully submitted,
GEORGE J. HOLMES,
Supervisor of Medical Inspection

REPORT OF THE SUPERVISOR OF ATTENDANCE

To the Board of Education:

GENTLEMEN :—The statistics of the school year 1911-1912 show a gain in the per cent. of attendance in all of the schools of six-tenths (.6) of one per cent. The per cent. of attendance for the year 1910-1911 was eighty-nine and four-tenths (89.4) per cent., while that of the year just past was ninety (90) per cent.

The highest per cent. of attendance which was ever reached under the old system of keeping the records of attendance, *i. e.,* removing the names of all children from the roll after an absence of five days was ninety-three and eight-tenths (93.8) per cent. When the method of keeping the class record was changed the following year, so that the name of every child was kept on roll and marked absent every day on which it was really absent whether five days or a whole term, the per cent. of attendance dropped to eighty-eight and two-tenths (88.2) per cent.

It was determined by statisticians that the decrease in per cent. caused by this change in the method of keeping the records amounted to something over six (6) per cent., so that under the old method of keeping records the per cent. of attendance during this year would have been at least ninety-six (96) per cent. This is the highest per cent. of attendance ever attained in the schools of this city. I feel that we have almost reached the high water mark in per cent. of attendance during this year. One great difficulty in the way of increasing the per cent. is the fact that over sixteen (16) per cent. of the total number of pupils enrolled in the public schools are children under seven (7) years of age who are in the kindergarten classes and lower grades and are consequently not amenable to the compulsory education law. In the kindergartens the per cent. of attendance during the year was only seventy-nine and eight-tenths (79.8) per cent. or ten and two-tenths (10.2) per cent. lower than that of all pupils.

I give below a table showing the increase during the last five years:

1907-8	93.3
1908-9	93.8
1909-10	88.2=(94.2)
1910-11	89.4=(95.4)
1911-12	90. =(96.)

The above table indicates that although the enrollment has steadily increased during the period referred to above, there has been a steady gain in the per cent. of attendance each year.

The total number of days present of all pupils during this year was nine million four hundred forty-nine thousand nine hundred seventy-two and one-half (9,449,972½), which compared to the total number of days present during the year 1910-1911 eight million nine hundred sixteen thousand nine hundred four (8,916,904), shows an increase in the total number of days present of all pupils of five hundred thirty-three thousand sixty-eight and one-half (533,068½) days.

The total number of days absent during the year was one million forty-two thousand five hundred sixty-two (1,042,562), while that of the year 1910-1911 was one million fifty-six thousand four hundred nineteen (1,056,419), showing a decrease in the number of days absent of thirteen thousand eight hundred fifty-seven (13,857).

This large decrease in the number of days absent is remarkable because of the fact that there was an increase in enrollment during the year of three thousand eighty-eight (3,088) pupils.

There would have undoubtedly been a greater decrease in the number of days absent had it not been for the fact that there was an extraordinary amount of minor illness such as measles, etc., in some of the school districts during this year.

The attendance department has disposed of thirty thousand five hundred two (30,502) cases of truancy, absence, and non-attendance which have been referred to it by the principals of public schools during the year. Two thousand nine hundred sixteen (2,916) cases of truancy, absence, and non-attendance have been disposed of for principals of parochial and private schools. Less than ten (10) per cent. of these were real cases of truancy, *i. e.*, children who remained away from school of their own volition and without the knowledge or consent of the parents, while the remainder were absences which were caused by personal illness, illness in the family, or because of carelessness, indifference, or greed on the part of parents. Many of these cases were reported a number of times before the department was able to keep the children so reported in regular daily attendance.

Twenty-seven thousand four hundred twenty-three (27,423) children were returned to public schools and two thousand nine hundred thirty-eight (2,938) were returned to or placed in parochial and private schools.

Nine hundred thirty-eight (938) pupils left the public schools and entered parochial and private schools while two hundred seventeen (217) left parochial and private schools and entered the public schools during the year.

One thousand five hundred forty-nine (1,549) children reported by principals of public schools were found to have moved out of the city.

The attendance officers have made eight thousand seven hundred eighty-five (8,785) visits to public schools, one thousand four hundred forty-seven (1,447) visits to parochial and private schools and forty-eight thousand four hundred thirty (48,430) visits to homes of pupils.

The Supervisor of Attendance has held eleven thousand three hundred ninety-eight (11,398) personal interviews with parents during this year.

Three thousand four hundred forty-one (3,441) legal notices were served on parents and one thousand four hundred sixty-seven (1,467) parents were summoned to appear before the Criminal Court.

Forty-nine (49) parents were prosecuted and convicted upon complaint of the Supervisor of Attendance for violation of the compulsory education law, each of whom was either fined, committed to jail, or paroled upon their promise to keep their children in regular attendance at school.

A peculiar situation often confronts the magistrate before whom cases of violation of the compulsory education law are prosecuted as well as the person who prosecutes such cases. A lazy shiftless father of a large family is brought before the court and is convicted upon indisputable evidence. The question of punishment then arises. If the man is fined it usually means that the amount of the fine is taken from the fund which should go to provide food for the family. If on the other hand the man is sent to jail it means that he is given three meals per day at the expense of the public while his family suffers from being deprived of whatever small amount he may contribute to their support.

I feel certain that the only solution of this problem is the establishment of a work house to which such persons can be committed together with men who desert or refuse to support their families. A person committed to such a work house should be compelled to work at some employment at which he could earn enough money to reimburse the public for his own support and also contribute toward the support of his family. I am absolutely sure that many parents who now either go free or calmly repose in jail would hesitate before neglecting the physical care or education of their families if they knew they were liable to commitment to such an institution as that described above.

The attendance officers have investigated two thousand three hundred twenty-one (2,321) written applications by parents for certificates of exemption of children between the ages of fourteen and seventeen from attendance at day school. One thousand eight hundred thirty-nine (1,839) or about seventy-nine (79) per cent. of these children were granted such certificates while about twenty-one (21) per cent. were refused. This is the largest per cent. of such applications that has been refused by the Board in any one year since the present law has been enforced. Satisfactory proof of the absolute necessity for the child to be employed was demanded before any application received favorable consideration. It will probably be of some interest to note the following statistics in regard to the eighteen hundred thirty-nine (1,839) children to whom certificates of exemption were granted:

Ages		Grades		Weekly income of family		Number in family	
14 Years	756	1-4	180	No income	42	Under five	250
15 "	652	5	402	$ 1 to 5	180	Five	338
16 "	431	6	600	6 " 10	603	Six	452
Orphans	51	7	431	11 " 15	607	Seven	384
Fatherless	362	8	200	Over 15	407	Eight	363
Motherless	51	High	26			Nine and over	152

These statistics which have been carefully tabulated from the investigations of the attendance officers show that seventy (70) per cent. of all children to whom were granted certificates of exemption, had at least completed the fifth year grade and that sixty (60) per cent. had reached their fifteenth birthday. We also find that seventy-three (73) per cent. of the families of these children consisted of more than five members while eighty-one (81) per cent. have a weekly income of less than fifteen (15) dollars for their entire support.

Two thousand three hundred six (2,306) children who have been granted certificates of exemption from day school attendance were placed in the evening schools during the year and have been kept in regular attendance.

No effort was made by any one during the last session of the Legislature to enact a law which would make the compulsory education and the child labor laws conform and in consequence the attendance department is still working under the difficulties which are presented by the present situation. An effort will be made during the next session of the Legislature to enact the "Uniform Child Labor Law" which has been drawn by experts and which is designed for adoption in all states. If this law is enacted it will place definite obligations upon both parents and employers alike.

One hundred sixty-three (163) boys were recommended by principals for transfer to ungraded schools during the year. Eighty-one (81) were so transferred, sixty-seven (67) were either placed on trial at their own school or transferred to another graded school, eight (8) entered parochial schools, six (6) who were over sixteen years of age were granted certificates of exemption, and one (1) moved out of the city.

The opening of the new ungraded schools last September provided accommodations for forty (40) more pupils and every seat was filled during the first two months. The results attained by these new schools during their first year have more than justified their erection. The boys who are sent to these schools are of the kind who mostly need moral and physical training in order to be given a chance for reformation. With the excellent equipment of the manual training room, gymnasium, shower baths, kitchen, and dining room these most important parts of their training are readily given.

The innovation of furnishing a light, inexpensive luncheon to the pupils has resulted in many of them receiving their only real wholesome meal during the day. The preparation and serving of these lunches by the boys themselves has not only taught them relative food values as well as proper modes of preparing food, but has taught them to serve and eat it in the proper manner.

Ninety-eight (98) cases of suspended pupils were investigated by the Supervisor of Attendance. Recommendations as to their disposition were made as follows: Fifteen (15) returned on trial at their own schools, forty-one (41) transferred to other graded schools, thirty-six (36) transferred to ungraded schools, two (2) moved out of city, one (1) sent to State Home for Boys. Three (3) notices of suspensions were received too late in the term for disposition.

The newsboy ordinance has been well enforced during this year. Several boys were found to be selling newspapers in saloons, and their permits and badges were taken away for periods of from one to three months. Only two (2) arrests were made by attendance officers for violations and in each case the boy was paroled in the custody of the Supervisor.

Under an amendment to the law prohibiting the sale of cigarettes to children under the age of eighteen years which was passed at the last session of the Legislature, this department secured the arrest and conviction of a dealer for selling cigarettes to a ten-year-old boy. The penalty was a fine of ten (10) dollars. This case was of great importance as it was the first conviction obtained in this city for viola-

CHEMICAL LABORATORY, CENTRAL C. & M. T. HIGH SCHOOL

tion of the "cigarette" law since the passage of the law and it forms a precedent for future action.

I give below a tabulated summary of the work of the department during the entire school year:

No. of cases of truancy reported by principals of public schools	2,787
No. of cases of absence reported by principals of public schools	26,796
No. of cases attending no school reported by principals of public schools	919
No. of cases of truancy, etc., reported by principals of other schools	2,916
No. of visits to public schools by attendance officers	8,785
No. of visits to other schools by attendance officers	1,447
No. of visits to homes by attendance officers	48,430
No. of legal notices served	3,441
No. of parents summoned to Criminal Court	1,467
No. of parents and guardians prosecuted and convicted	49
No. of pupils returned to public schools by attendance officers	27,423
No. of pupils returned to other schools by attendance officers	2,938
No. of children found on the street and taken home by attendance officers	1,009
No. of children found on the street and taken to school by attendance officers	1,229
No. of transfer cards investigated by attendance officers	8,236
No. of children over fourteen years of age who have applied for certificates of exemption	2,321
No. of cases of absence found to be caused by illness	11,884
No. of cases of absence found to be caused by lack of clothing	1,266
No. of boys recommended for transfer to ungraded schools	163
No. of boys transferred to ungraded schools	117
No. of boys recommended for commitment to Newark Parental School	43
No. of boys recommended for commitment to State Home for Boys	31
No. of permits and badges issued to newsboys	170

I desire to express my gratitude to the Board of Education and to the City Superintendent for their hearty support during the year. Also to acknowledge my indebtedness to the Judges of the Criminal Courts, the County Probation Officers, and the Superintendent of the Newark Parental School for their aid and co-operation.

Respectfully submitted,

CHARLES A. MacCALL,
Supervisor of Attendance

CONSTRUCTION DEPARTMENT

REPORT OF THE SUPERVISING ARCHITECT

To the Board of Education:

Gentlemen: Since the organization of the Construction Department, which was effected during the year 1908, 20 structures involving new buildings and extensions to old buildings have been completed, and a very favorable comparison can be made both as to architectural features and also from the stand of economy with the work previously accomplished.

One of the advantages in having a Construction Department of our own lies in the fact that it is available for the performance of many duties outside of regular construction work, for which architects would have to be specially employed, or else the work done under such indefinite instructions as to involve considerable difficulty and unsatisfactory results.

This added advantage has to do with the drawing of plans and specifications and general oversight for the larger items of alterations or repairs to school buildings, and also in the matter of special equipment for new buildings. Special effort is made to provide complete drawings and specifications, and make the requirements, on which contractors are to submit estimates, as definite as possible. This frees the contractor from the necessity of protecting himself when making his bid against loss by estimating a variable percentage covering work that is not clearly shown, and while this policy may result in slightly higher costs for department services, it protects the Board as well as the contractor, and has resulted in lower estimates.

In supporting this practice, from an economical view point, it may be noted that no more money per *class room* has been spent than for the buildings just completed previous to the Department's organization, even though the costs of material and labor have been rising steadily during the past four years.

The report of one year ago referred in detail to numerous buildings then under construction and now being completed, and without making further reference to this, it is the purpose here to call attention to various betterments in construction, plan and design as especially applied to school buildings, and to certain innovations that have been permitted.

The adoption of factory ribbed glass for windows, which was tried out in a building that was completed about one and one-half years ago, has resulted so satisfactorily, that this form of glazing has been generally adopted for the schools now under construction.

Aside from the prismatic value and the more effectual distribution of light obtained by the use of ribbed glass, there is a great saving in the cost of janitor service, as these windows do not require washing except in the small section which is provided with clear glass. The windows in the building that has been completed have not yet been washed, and they are now as clean as when they were installed. This is accounted for by the washing they receive during a rain storm.

Another new feature that has been introduced is the equipment of entrance doors with panic bolts, so constructed that they cannot be misused by pupils who, being late in leaving the school building, force the door which is most convenient to their exit. In the new type of construction, we use a steel mullion between the double doors, allowing each door to latch independently of the other, and open from the inside with a panic bolt, which has no vertical rod, but latches to the mullion rather than to the floor and head piece. Each door is provided with a liquid check to close it, and the two panic bolts for the double doors cost less than the single vertical bolt. One of the two doors is not openable from the exterior, and the other is provided with an outside knob to operate the latch. The control of the outside knob is in the hands of the janitor who uses his regular entrance key, and the operation is performed from the inside.

In the construction of kindergarten rooms, a departure has been made from the old style of building mock fire places by providing real fire places, which play a very strong part in the exercises at Christmas time, and are much appreciated by the teachers. These rooms have been decorated, and are usually provided with a plate shelf, and sometimes with a wall material or wood panelling below, and consequently present quite a different character from the usual class room.

In the construction of wardrobes for the class rooms, a minimum of space has been obtained by building them of the cabinet type along the class room wall on the corridor side. This avoids the much larger cubiture per class room required when constructing the wardrobe at one end of the room separated by a solid partition, and at the same time allows the teacher absolute supervision of the coming and going of the pupils. The floor area required in this type of wardrobe is only 2'x20' instead of 6½'x23' required for the wardrobe that is partitioned off from the class room.

High Schools and the Normal School are provided with larger locker rooms in the basement, and no wardrobes are in the class rooms. As no partitions are erected between these large locker rooms and the corridors, the freest circulation is provided, and congestion avoided at the opening and especially at the closing of school. They are also more easily supervised when arranged in this manner, and especially efficient ventilation is provided.

Previous to the organization of this department, only four school buildings had been provided with gymnasiums, except such as had been fitted up in basement courts, etc. In the twenty buildings thus far erected under the supervision of this department, there have been constructed sixteen gymnasiums, three of which are in use in combination for auditorium purposes.

In all the earlier constructions, auditoriums were provided for on the top floor, whereas in the buildings erected during the past four years, the auditoriums have usually been placed on the first or main floor, and in some cases on the basement floor where the same is on the street level, and three buildings have been provided with roof playgrounds.

All staircases have been separated from corridors by wire glass partitions, with doors swinging towards the stairs and provided with liquid door checks to keep them closed, no provision being made for securing them open at any time.

Thus, in case of fire, and the corridors filling with smoke, the stairs will be fairly free, at least for the two or three minutes that the school is being dismissed. Observation has shown that children or adults will travel on the level floor in smoke though they will not descend a stairway under the same circumstances, even though it may be entirely safe.

Many items of lesser importance have received attention in order to improve the condition of school buildings generally, but these do not require any special discussion in this report.

Steady improvement is being made through the experience which the department has gained, and the good results obtained are showing themselves in the planning and construction of new buildings.

Respectfully submitted,
ERNEST F. GUILBERT,
Supervising Architect.

REPORT OF SUPERVISING ENGINEER.

To the Board of Education:

Gentlemen :—Since writing the report for the year 1911, but few changes have been made in the design of the engineering equipment for new buildings. Probably the most important change made was in the type of boilers. Heretofore, the ordinary horizontal return tubular boiler, with a brick setting, has been used, while at present we are specifying a new type of internally fired boiler, which requires no brick setting. The first cost of these boilers is considerably less than the first cost of the horizontal return boilers and brick settings, but most important is the fact that the maintenance of the brick setting is eliminated, and this is an item for which the Board expends approximately $4,000. per year.

Outside of the above, the changes have been minor and have been along lines tending to increase the efficiency of the systems standardized by this department.

JANITORS.

Every effort has been put forward during the past year, as in previous years, to maintain and improve the janitor service along lines of the highest efficiency and economy. Especial encouragement has been extended to the janitors to improve themselves in the intelligent handling of the boilers, and other mechanical equipment of their schools. Several lectures were delivered with discussions, before the janitors' meetings during the year, and as much personal supervision given the operation of the individual schools as is possible.

REPAIR DEPARTMENT.

During the past year, considerable time has been spent in gathering and tabulating data on the mechanical equipment of all school buildings. It is our aim to tabulate the entire mechanical equipment of each building, giving dates of installation; dates and costs of repairs; lengths of service, etc., which information will be valuable not only from the standpoint of comparison, but also in that considerable time will be saved in having this information as a ready reference when working on additions to these buildings.

Following are appended to tables, showing the work done by the Engineering Division of the Repair Department for the year July 1st, 1911—July 1st, 1912.

Table No. 1 shows the repairs by contractors done on orders issued by this department.

Table No. 2 shows repairs by the Repair Department.

Respectfully sumbitted,

GEORGE W. KNIGHT,

Supervising Engineer.

TABLE SHOWING COST OF REPAIRS MADE BY CONTRACTORS FOR THE SCHOOL YEAR ENDING JUNE 30, 1912.

SCHOOLS	No. of Repairs		Cost of Repairs		Total No. of Repairs	Total Cost
	Heating	Repairs	Heating	*Repairs		
Abington Avenue	1	..	$ 25.91	....	1	$ 25.91
Alexander Street	..	..	....	....	..	....
Ann Street	7	2	430.66	61.60	9	492.26
Avon Avenue	4	6	187.47	84.21	10	271.68
Barringer High	2	4	76.75	212.83	6	289.58
Burnet Street	4	2	338.93	23.45	6	362.38
Belmont Avenue	5	8	249.14	279.64	13	528.78
Bergen Street	2	5	102.11	121.70	7	223.81
Bruce Street	2	3	13.98	212.80	5	226.78
Camden Street	2	1	83.06	9.53	3	92.59
Central Avenue	3	3	150.34	44.55	6	194.89
Charlton Street	1	..	65.03	....	1	65.03
Chestnut Street	5	..	82.68	....	5	82.68
Central High	..	2	....	41.10	2	41.10
Drawing	1	6	3.57	373.31	7	376.88
East Side Ungraded	1	3	322.00	89.05	4	411.05
East Side High	3	3	2,741.55	69.03	6	2,810.58
Eighteenth Avenue	6	8	99.43	55.85	14	155.28
Elizabeth Avenue	2	3	48.19	113.04	5	161.23
Elliott Street	4	3	168.66	164.38	7	333.04
Fifteenth Avenue	5	4	232.58	34.51	9	267.09
Fourteenth Avenue	2	..	28.66	....	2	28.66
Franklin	3	3	83.48	95.95	6	179.43
Hamburg Place	3	2	75.32	31.52	5	106.84
Hawkins Street	2	1	16.03	1.22	3	17.25
Hawthorne Avenue	4	2	777.67	63.45	6	841.12
Johnson Avenue	..	..	....	....	..	....
James Street	..	..	....	....	..	....
Lafayette Street	3	6	280.30	196.49	9	476.79
Lawrence Street	3	..	106.67	....	3	106.67
Lincoln	2	1	62.14	3.10	3	65.24
Madison	..	4	....	131.76	4	131.76
Market Street	..	1	....	130.07	1	130.07
Miller Street	2	1	31.68	6.50	3	38.18
Monmouth Street	3	..	119.24	....	3	119.24
Montgomery	..	1	....	3.90	1	3.90
Morton Street	3	7	153.68	198.22	10	351.90
Newton Street	2	..	24.96	....	2	24.96
Normal and Training	..	3	....	10.42	3	10.42
North Seventh Street	3	1	416.32	44.00	4	460.32
Oliver Street	..	5	....	79.09	5	79.09
Park Avenue	..	..	....	....	..	....
Peshine Avenue	..	4	....	101.57	4	101.57
Prospect Avenue	1	..	8.70	....	1	8.70
Ridge Street	..	1	....	12.75	1	12.75
Roseville Avenue	1	1	13.22	14.79	2	28.01
Seventh Avenue	1	4	27.10	530.85	5	557.95
South Street	..	4	....	20.05	4	20.05
South Eighth Street	4	5	218.55	27.04	9	245.59
South Market Street	1	6	4.75	39.03	7	43.78
South Tenth Street	3	7	274.10	454.93	10	729.03
State Street	..	..	....	....	..	....
Summer Avenue	2	2	108.65	14.17	4	122.82
Summer Place	4	2	65.33	7.35	6	72.68
Sussex Avenue	2	7	82.00	277.89	9	359.89
Thirteenth Avenue	3	5	85.76	221.72	8	307.48
Walnut Street	..	1	....	2.82	1	2.82
Warren Street	5	..	1,065.11	....	5	1,065.11
Washington Street	2	..	39.40	....	2	39.40
Waverly Avenue	2	1	79.39	3.85	3	83.24
Webster Street	..	3	....	26.65	3	26.65
West Side Ungraded	..	1	....	55.00	1	55.00
West Side	..	2	....	56.70	2	56.70
Wickliffe Street	..	3	....	247.35	3	247.35
	126	163	$9,670.25	$5,100.78	289	$14,771.03

* The column headed Repairs includes Plumbing and Electric Work.

TABLE SHOWING COST OF REPAIRS MADE BY REPAIR DEPARTMENT FOR THE SCHOOL YEAR ENDING JUNE 30, 1912.

SCHOOLS	No. of Repairs		Cost of Repairs		Total No. of Repairs	Total Cost
	Heating	Repairs	Heating	*Repairs		
Abington Avenue	5	5	$ 31.15	$ 63.70	10	$ 94.85
Alexander Street	5	2	225.31	58.85	7	284.16
Ann Street	5	8	31.19	30.04	13	61.23
Avon Avenue	2	6	38.60	30.39	8	68.99
Barringer High	1	9	4.96	43.23	10	48.19
Burnet Street	1	5	8.73	18.91	6	27.64
Belmont Avenue	8	13	42.55	57.04	21	99.59
Bergen Street	2	12	29.62	74.83	14	104.45
Bruce Street	6	12	111.78	173.90	18	285.68
Camden Street	2	4	34.98	14.04	6	49.02
Central Avenue	4	7	108.60	130.83	11	239.43
Charlton Street	5	6	17.23	171.06	11	188.29
Chestnut Street	5	2	15.65	51.50	7	67.15
Central High	..	..	....	....	..	....
Drawing	5	3	76.98	22.83	8	99.81
East Side Ungraded	1	2	4.92	6.68	3	11.60
East Side High	..	3	....	6.60	3	6.60
Eighteenth Avenue	4	18	22.57	296.02	22	318.59
Elizabeth Avenue	6	3	28.10	10.22	9	38.32
Elliott Street	13	17	201.58	133.62	30	335.20
Fifteenth Avenue	2	6	6.97	146.71	8	153.68
Fourteenth Avenue	1	7	16.12	8.77	8	24.89
Franklin	2	13	10.75	209.19	15	219.94
Hamburg Place	7	8	52.00	147.14	15	199.14
Hawkins Street	6	12	46.02	75.51	18	121.53
Hawthorne Avenue	2	7	13.19	142.17	9	155.36
Johnson Avenue	..	5	....	36.63	5	36.63
James Street	..	1	....	6.54	1	6.54
Lafayette Street	4	8	19.58	94.66	12	114.24
Lawrence Street	1	4	4.52	77.05	5	81.57
Lincoln	1	1	1.71	3.90	2	5.61
Madison	1	3	8.73	37.65	4	46.38
Market Street	5	13	32.74	71.28	18	104.02
Miller Street	1	11	4.63	154.79	12	159.42
Monmouth Street	11	11	35.49	143.68	22	179.17
Montgomery	..	1	....	3.11	1	3.11
Morton Street	2	4	47.06	13.65	6	60.71
Newton Street	5	14	43.77	69.58	19	113.35
Normal and Training	7	5	127.93	11.32	12	139.25
North Seventh Street	5	8	251.25	37.54	13	288.79
Oliver Street	10	6	74.96	217.66	16	292.62
Park Avenue	5	..	75.27	....	5	75.27
Peshine Avenue	..	3	....	7.50	3	7.50
Prospect Avenue	3	..	47.16	....	3	47.16
Ridge Street	1	..	1.29	....	1	1.29
Roseville Avenue	1	7	22.92	71.73	8	94.65
Seventh Avenue	6	11	39.18	30.26	17	69.44
South Street	5	13	8.81	126.68	18	135.49
South Eighth Street	9	24	248.20	161.20	33	409.40
South Market Street	2	5	13.60	18.65	7	32.25
South Tenth Street	9	10	107.17	88.10	19	195.27
State Street	1	7	2.12	21.12	8	23.24
Summer Avenue	4	2	14.50	89.17	6	103.67
Summer Place	2	4	9.51	12.47	6	21.98
Sussex Avenue	2	7	19.20	138.45	9	157.65
Thirteenth Avenue	5	10	55.78	65.37	15	121.15
Walnut Street	2	3	10.18	50.44	5	60.62
Warren Street	..	2	....	13.74	2	13.74
Washington Street	1	12	8.40	129.42	13	137.82
Waverly Avenue	3	3	11.55	7.96	6	19.51
Webster Street	..	..	....	....	..	....
West Side Ungraded	1	7	3.98	39.12	8	43.10
West Side	..	..	....	....	..	....
Wickliffe Street	1	2	133.89	35.58	3	169.47
	216	417	$2,664.63	$4,209.78	633	$6,874.41

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* The column headed Repairs includes Plumbing and Electric Work.

SCHOOL DIRECTORY

BUILDINGS

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
Normal and Training	Washington & Linden sts	1853–54	1883–86	15	Samuel Harrison	5 Arch st.
Barringer High	Sixth ave., Parker & Ridge sts	1897–98		39	Jas. R. McMonagle	258 Fairmount ave.
Central C. & M. T. High	High & New sts	1911–12		21	James M. Tomey	26 Beverly st.
East Side C. & M. T. High	Van Buren & Warwick sts	1910–11		12	William J. Quinn	83 Ann st.
Abington Avenue	Abington ave., cor. N. Seventh st	1900	1906–7	16	Christian Siegwarth	727 North 6th st.
†Alexander Street	Alexander st., nr. So. Orange ave	1905		16	Walter H. Rolph	38 Sunset ave.
Ann Street	Ann st., bet. New York ave. & Elm rd	1891–92	1897	20	Thos. H. Dillon	65 Ann st.
Avon Avenue	Avon ave., opp. Seymour ave	1905–6	1906–7–10	34	Eugene J. Hancock	47 Chadwick ave.
Belmont Avenue	Belmont ave., cor. W. Kinney st	1905–6	1908	44	John Bechtold	295 Rose st.
Bergen Street	Bergen st., cor. Bigelow st	1900	1903–8	39	Frank J. Marckstein	222 Chadwick ave.
*Blum Street	Blum st., nr. So. Tenth st	1907		2	Adeleid Pabst	760 South 7th st.
Bruce Street	Bruce st., nr. Bank st	1897–98	1899	16	William McGann	149 South 8th st.
Burnet Street (Old)	Burnet st., bet. Orange & James sts	1868–69		6	Harmon L. Thompson	7 Eagle st.
Burnet Street (New)	Burnet st., bet. Orange & James sts	1906–7		32	Harmon L. Thompson	7 Eagle st.
Camden Street	Camden st., nr. Sixteenth ave	1883–84	1900	28	William Wiggins	358 South 7th st.
Central Avenue	Central ave., cor. Dey st	1871–72	1903	26	John Callan	16 Jay st.
Charlton Street	Charlton st., cor. Waverly ave	1895	1899–1903	37	Adolph Saupe	18 Clayton st.
Chestnut Street	Chestnut st., nr. Mulberry st	1859–60	1870–1900	20	Jacob Conley	18 Scott st.
Eighteenth Avenue	Eighteenth ave., cor. Livingston st	1871	1900	25	Robert O'Brien	19 St. Francis st.
Elizabeth Avenue	Elizabeth ave., nr. Bigelow st	1869	1895	6	John W. Moore	166 Elizabeth ave.
Elliott Street	Elliott st., cor. Summer ave	1871	1890–5–6–1905–6	24	Miles I. Coeyman	155 Grafton ave.
Fifteenth Avenue	Fifteenth ave., cor Fifteenth st	1895	1897	26	John H. Jordan	468 South 14th st.
Fourteenth Avenue	Fourteenth ave., cor. So. Ninth st	1905–6	1909	26	John Miller	369 South 9th st.
Franklin	Park ave., cor. Cutler st	1889	1895–1903–6–7	31	Geo. W. Janifer	172 Parker st.
Hamburg Place	Hamburg pl., nr. Ferry st	1881–2	1885–6–1900–6–7	32	Mrs. Marg't Weckenmann	23 Wall st.
Hawkins Street	Hawkins st., nr. Ferry st	1887–8	1904	16	James A. Sullivan	144 Congress st.
‡Hawthorne Avenue	Hawthorne ave., nr. Clinton pl	1897	1900–8	23	F. W. Shortman	101 Osborne terrace
Lafayette Street	Lafayette st., cor. Prospect st	1848–49	1863–1870–1–1881–4 1904–9	36	Chas. A. Offinger	573 Bergen st.
Lawrence Street	Lawrence st., ft. of Clinton st	1872–73	1890	12	Michael Gaffney	90 Johnson st.
Lincoln	Richelieu ter., nr. Cliff st	1908		12	Philip Alexander	35 Geneva st.
*Livingston Street	Livingston st., nr. Eighteenth ave	1894	1897	8	Robert O'Brien	19 St. Francis st.
Madison	S. Sixteenth st., cor. Madison ave	1904–5	1910	28	Chas. Morgenstern	12 Seymour ave.
Miller Street	Miller st., nr. Sherman ave	1880–81	1887–8–1900	22	John D. Voget	202 Sherman ave.
Monmouth Street	Monmouth st., nr. Spruce st	1886–87	1896	25	William Overgne	20 Miller st.

SCHOOL DIRECTORY—CONTINUED

SCHOOL	Location	Erected	Enlarged	Class Rooms	Janitor	Address
Montgomery	Montgomery & Broome sts	1910–11		22	Carey A. Johnston	143 Hillside ave.
Morton Street	Morton st., cor. Broome st	1851	1861–9–1881–1898–1909	42	James F. Smith	74 South 7th st.
Newton Street	Newton st., nr. So. Orange ave	1866–67	1868–1871–1873–1900–1904	36	Joseph Schuck	177 So. Orange ave.
North Seventh Street	No. Seventh st., nr. Park ave	1893–94	1897	20	Geo. H. Schnarr	185 Fourth st.
Oliver Street	Oliver st., nr. Pacific st	1869	1903	22	Martin O'Connor	262 Van Buren st.
‡Park Avenue	Dayton st., nr. Ludlow st	1902		2	Mrs. John Peter	50 Evergreen ave.
Peshine	Peshine ave., nr. Watson ave	1911		13	John J. Seary	245 South st.
Ridge	Ridge st., nr. Montclair ave	1910–11		15	Geo. W. Huntley	740 Ridge st.
Roseville Avenue	Roseville ave., nr. Orange st	1883–84	1903	11	Thos. F. Quinn	558 Central ave.
Seventh Avenue	Seventh ave., cor. Factory st	1899	1904–10	39	Carmine Filipone	200 Eighth ave.
South Street	South st., cor. Hermon st	1883–84	1900	20	Edward Kiernan	200 Thomas st.
South Eighth Street	So. Eighth st., nr. Central ave	1872–73	1900–6–7	31	Philip Tully	135 South 10th st.
South Market Street	So. Market st., cor. Mott st	1855–56	1899	21	Christian A. Steines	81 Mott st.
South Tenth Street	So. Tenth st., cor. Blum st	1870	1879–1888–89–1896	22	Robert B. Morgenstern	549 South 11th st.
State Street	State st., nr. Broad st	1846–47	1882	10	Joseph Mack	52 Wainwright st.
Summer Avenue	Summer ave., nr. Second ave	1883–84	1897	17	Wm. H. Van Nest	110 Third ave.
Summer Place	Summer pl., nr. Chester ave	1903		8	Gottfried Bieber	18 Seabury st.
Sussex Avenue	Sussex ave., cor. Third st	1900	1904	21	John H. Lord	89 Third st.
Thirteenth Avenue	Thirteenth ave., cor. Richmond st	1887–88	1891–2–1903–6–7	39	Joseph Winckelhofer	343 Bank st.
Thirteenth Avenue Annex	Market st., opp. Court House	1847	1883	6	John Vollmer	15 Quitman st.
Walnut Street	Walnut st., nr. Jefferson st	1862	1877	8	Albert Hofer	159 New York ave.
Warren Street	Warren st., cor. Wickliffe st	1891–92	1908	20	James F. Gaynor	378 South 12th st.
Washington Street	Washington st., nr. W. Kinney st	1868	1904	23	Fred. Warner	291 South 9th st.
Waverly Avenue	Waverly ave., nr. Bergen st	1891–92	1900	20	John Lind	224 Avon ave.
Webster	Webster st., cor. Crane st	1855–56	1910–11	25	Hugh Coyne	71 Belleville ave.
West Side	Seventeenth st., opp. West Side Park	1911		19	Samuel Matts	83 Wilsey st.
Boys' Industrial	Wickliffe st., cor School st	1848–49		4	James F. Gaynor	378 South 12th st.
Drawing	55-57 Academy st	1897		11	Adam W. Smith	129 Arlington st.
Academy Street Ungraded	55-57 Academy st	1897		1	Adam W. Smith	129 Arlington st.
Ungraded School No. 1	So. Tenth st., nr. Woodland ave	1910		2	Frederick D. Moore	293 Jelliff ave.
Ungraded School No. 2	Chestnut st., nr. Elm rd	1910		2	Otto Kern	302 Camden st.
‡Open Air	Chancellor ave., cor Elizabeth ave	1902		1	James R. Cummings	370 Hillside ave.
*College Place	36-40 College pl	1907		3	John Angstman	38 College place
*James Street	8 James st	1912		4	John A. Palmer	95 Boyden st.

* Rented on date noted under "Erected."
† Annexed from Vailsburg on date noted under "Erected."
‡ Annexed from Clinton Township on date noted under "Erected."

SCHEDULE OF TEACHERS' SALARIES

Revised September 1, 1907—1911.

NORMAL AND TRAINING SCHOOL

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Principal	$3,500	$3,600	$3,700	$3,800	$3,900	$4,000	$4,100	$4,200	......	......	$4,300
General Assistant	1,500	1,600	1,700	1,800	1,900	......	......	......	......	......	2,000
Teachers of Theory	1,200	1,300	1,400	1,500	1,600	$1,700	......	......	......	......	1,800
Model and Critic Teachers	1,100	1,200	1,300	1,400	1,500	......	......	......	......	......	1,600

HIGH SCHOOLS

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Principal	$3,500	$3,600	$3,700	$3,800	$3,900	$4,000	$4,100	$4,200	......	......	$4,300
Head Assistants and Heads of Depts.—											
Men	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	$2,800	$2,900	3,000
Women	1,300	1,400	1,500	1,600	1,700	1,800	1,900	2,000	......	......	2,100
Assistants and Manual Training Teachers—											
Men	1,400	1,500	1,600	1,800	2,000	2,100	2,200	2,300	2,400	......	2,500
Women	900	1,000	1,100	1,200	1,300	1,400	1,500	1,600	1,700	......	1,800
Librarian	1,000	......	......	......	......	......	......	......	......	......	1,100
General Assistant	1,100	1,200	1,300	1,400	1,500	......	......	......	......	......	1,600

PRIMARY AND GRAMMAR SCHOOLS

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Principal—Men—											
More than 14 classes	$2,000	$2,100	$2,200	$2,300	$2,400	$2,500	$2,600	$2,700	$2,800	$2,900	$3,000
Less than 15 classes	1,800	1,900	2,000	2,100	2,200	2,300	2,400	......	......	......	2,500
Principal—Women	1,500	1,600	1,700	1,800	1,900	......	......	......	......	......	2,000
Vice-Principals—											
Grammar	1,200	1,300	1,400	1,500	......	......	......	......	......	......	1,600
Primary	1,000	1,100	1,200	......	......	......	......	......	......	......	1,300
Head Assistants and First Assistants	880	930	1,000	1,100	......	......	......	......	......	......	1,200
Assistants and Kindergarten Directresses	580	630	680	730	780	830	880	930	1,000	......	1,100
Manual Training and Cooking—											
Men	1,000	1,100	1,200	1,300	1,400	1,500	1,600	......	......	......	1,700
Women	800	900	1,000	1,100	1,200	......	......	......	......	......	1,300
Head Teacher—Ungraded School	1,200	1,300	1,400	1,500	......	......	......	......	......	......	1,600
Clerks	580	630	680	730	780	830	......	......	......	......	880

SUPERVISORS AND DIRECTORS

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Assistant City Superintendent	$3,000	$3,250	$3,500	$3,750	$4,000	$4,250	......	......	......	......	$4,500
General Supervisor	2,000	2,100	......	......	......	......	......	......	......	......	2,200
Manual Training	2,500	2,600	2,700	2,800	2,900	......	......	......	......	......	3,000
Penmanship	1,500	1,600	1,700	1,800	1,900	2,000	$2,100	......	......	......	2,200
Music Drawing Domestic Art	1,500	1,600	1,700	1,800	1,900	......	......	......	......	......	2,000
Domestic Science	1,500	1,600	1,700	......	......	......	......	......	......	......	1,800
Assistant Supervisors—											
Music Drawing Domestic Art	1,000	1,100	1,200	1,300	1,400	......	......	......	......	......	1,500

PHYSICAL TRAINING

GRADE	Temporary			Permanent							
	1st Yr.	2d Yr.	3d Yr.	1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	Max.
Supervisor	$2,000	$2,100	$2,200	$2,300	$2,400	$2,500	$2,600	$2,700	$2,800	$2,900	$3,000
Assistant Supervisor	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500
High Schools—											
Head Teacher—											
Male	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500
Female	1,200	1,300	1,400	1,500	1,600	1,700	......	......	......	......	1,800
Assistant—											
Male	1,200	1,300	1,400	1,500	1,600	1,700	1,800	1,900	......	......	2,000
Female	900	1,000	1,100	1,200	1,300	1,400	......	......	......	......	1,500
Grammar Schools—											
Male	1,000	1,100	1,200	1,300	1,400	1,500	1,600	......	......	......	1,700
Female	800	900	1,000	1,100	1,200	......	......	......	......	......	1,300

EVENING SCHOOLS.

ELEMENTARY SCHOOLS.

Principal	$4.00	per evening
Assistant	3.00	“ “

HIGH SCHOOLS.

Principal	$5.00	per evening
Assistant	4.00	“ “

DRAWING SCHOOL.

Principal	$2,000.00	per year
First Assistant	$4.50	per evening
Assistants	$3.00 and $3.50 and 4.00	“ “

SPECIAL.

Manual Training	$3.00 and $3.50	per evening
Cooking	3.00	“ “
Sewing	3.00	“ “
Stenography	4.00	“ “
Drawing	3.00	“ “

SUBSTITUTES.

High School—male	$4.00	per day
High School—female	3.00	“ “
Grammar and Primary Departments,	$2.00, $2.50 and 3.00	“ “
Evening High School	Salary of regular teacher	
Evening School	Salary of regular teacher	

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1. Principals of schools containing thirty-five (35) classes or over, who are not now receiving the maximum schedule salary, shall receive in addition to the regular schedule increase of $100., a bonus of $100. each year until the maximum salary is reached. (September 1, 1912.)

2. Head Assistants and First Assistants, teaching classes of the highest grade, shall receive $100. additional while teaching such grade.

3. Kindergarten Assistants—Same schedule as Assistants, except that the maximum shall be $1,050.

4. Clerks of schools containing thirty-five (35) classes or over shall be placed on the same salary schedule as Assistants and Kindergarten Directresses, with a maximum of $1,100. (September 1, 1912.)

5. Head Teachers of Ungraded Schools having two or more assistants and who are required to be on duty during the noon hour to prepare and serve lunch—Maximum increase from $1,600. to $1,700. (September 1, 1912.)

6. Assistant in Ungraded School and Head Teacher of Cooking—$100. in addition to schedule salary as assistant.

7. In all cases of promotion of teachers to higher positions, they shall be advanced to the next higher salary grade.

8. All teachers must serve three years as temporary teacher, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

9. All increases of salary under this schedule shall be based upon merit and efficiency to be ascertained so far as practicable from the official records of the Board of Education. Such increases shall be recommended by the Superintendent and approved by the appropriate Committee. The following to be effective February 1, 1908: In all cases where teachers, principals, or supervisors have failed by reason of unsatisfactory service to receive their stated annual increase of salary, such teacher, principal, or supervisor after three successive years of satisfactory service subsequent to the date of the salary increase being withheld, shall be recommended for advance in salary to such grade as such teacher, principal, or supervisor would be entitled to receive provided advance in salary had not been so withheld.

10. Teachers absent from duty on account of furlough or other excused absence for a period in the aggregate not longer than two months in any one year shall not suffer thereby any loss of time in reaching the next higher salary grade.

11. No special salary now paid shall be reduced by reason of this schedule.

SCHEDULE OF JANITORS' SALARIES.

Effective March 1, 1911.

For each class room up to 8 class rooms, inclusive	$7.25	per room
For each additional class room	3.00	" "
For assembly rooms and gymnasium,	$2.00	per C. sq. yds. of floor area.
For courts	2.30	per C. sq. yds.
For sidewalks	1.15	" " run. ft.
For one boiler, or equal	17.25	
For each additional boiler, or equal	5.75	
For each ventilating system	5.75	

Effective September 1, 1911.

EVENING SCHOOLS

Ten dollars ($10) per month plus one and 50/100 dollars ($1.50) per month for each room in use.

SUMMER SCHOOLS

Three dollars ($3) per term for each room used.

PLAYGROUNDS

Fifteen dollars ($15) per term plus three dollars ($3) for each room used.

SCHEDULE OF SALARIES FOR OFFICERS AND CLERKS

	Temp.	Permanent					
		1st Yr.	2d Yr.	3d Yr.	4th Yr.	5th Yr.	Max.
Chief Clerk....	$1,260	$1,340	$1,420	$1,500	.....	.....	$1,600
1st Grade Clerk	1,100	1,150	1,200	.....	.....	.....	1,260
2d " "	840	900	960	1,020	.....	.....	1,100
3d " "	500	550	600	650	$ 700	$ 750	840
4th " "	240	300	360	420	.....	.....	500
Chief Stenog'r	750	800	880	960	1,040	1,120	1,200
Asst. "	420	500	550	600	650	700	750
Sec'y to Supt..	2,400	2,500	2,600	2,700	2,800	2,900	3,000
Supervisor of Repairs	1,800	2,000	2,200	.....	.....	.....	2,400
Nurses	720	780	840	.....	.....	.....	900
Drivers	660	720	780	.....	.....	.....	840

ATTENDANCE DEPARTMENT

Supervisor of Attendance ..	$2,000	$2,100	$2,200	2,300	$2,400	.....	$2,500
Attendance Officers:							
Male	900	1,000	1,100	.....	.....	.....	1,200
Female	600	700	800	.....	.....	.....	900

No promotion or advance in the salary of any employee affected by this schedule shall be made except upon recommendation of the head of the department and with the approval of the Committee.

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